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ABSTRACT

The second part of a two-part, two volume study deals with high school youth and identifies target populations and communications strategies for encouraging personal action steps to prevent drunk driving. Data, collected from interviews and questionnaires, are summarized and presented in tabular form. One fourth of high schoolers in a representative sample of 397 taken from 25 locations in the U.S. said they had driven once or twice when they knew they were too drunk to drive. About 32% said they rode in cars driven by a heavily drinking driver at least once a month. The youth believed their driving skills were relatively unimpaired by alcohol and that serious consequences do not exist for teen drunk drivers. Results were used to construct a personality profile of Alcohol Related Situations(ARS)-Involved Youth. Findings indicate that education programs should be aimed at correcting current misconceptions about drinking and driving and should depict personal action to prevent drunk driving as acceptable, expected behavior in the peer group. A Technical Appendix contains: Schematic Flow Chart of Study Operations, Sample Design and Field Procedures, Sample Tolerance, Development of Personality Scores, and a 21-item bibliography. The interview and questionnaire forms are also included. (NTIS)

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DOT HS-801 401

COMMUNICATIONS STRATEGIES ON ALCOHOL AND HIGHWAY SAFETY

Volume II - High School Youth

Contract No. DOT-HS-074-1-096
February 1975
Final Report

PREPARED FOR:

U.S. DEPARTMENT OF TRANSPORTATION

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

WASHINGTON, D.C. 20590

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16. Abstract

The study is in two volumes, the first dealing with adults aged 18-55, the second with high school youth. Both identify target populations and communications strategies for encouraging personal action steps to prevent drunk driving.

One fourth of high schoolers in a representative sample taken from 25 locations in the U.S. said they had driven once or twice when they knew they were too drunk to drive. Some 32% said they rode in cars driven by a heavily drinking driver at least once a month. The youth believe their driving skills are relatively unimpaired by alcohol and that serious consequences don't exist for teen drunk drivers.

Half of the high school youth are drinking frequently and are unaware of the serious consequences of impaired driving. More than 74% believe a can of beer or a drink of wine is less intoxicating than an average drink of liquor.

Seventy percent of those involved with alcohol believe it is the parents' responsibility to explain the use of alcoholic beverages.

Education programs should be aimed at correcting current misconceptions about drinking and driving and should depict personal action to prevent drunk driving as acceptable, expected behavior in the peer group.

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Section 1

BACKGROUND AND OBJECTIVES

BACKGROUND

NHTSA has traditionally directed alcohol and highway safety communications at the high school age group. It has been recognized that adolescence is the time when most people are faced with the use or non-use of alcohol for the first time. At the same time it is also the age at which most people begin to drive, necessitating decisions about how they will relate their newly established drinking behavior to their recently acquired driving opportunities.

In the midst of a growing concern for these young drivers and pedestrians in the alcohol-use environment, NHTSA in association with Grey Advertising, while conducting a national adult study on alcohol and highway safety considered it highly desirable to supplement the adult study with a representative sample of high school students.

Results of these studies are reported in two volumes:

- Adults 18-55 - in a separate document, Volume I
- High School Youth - in this document

OBJECTIVES

The primary objective of this study was to analyze a representative sample of high school students to provide NHTSA with strategic direction for communications programs aimed at this group. Therefore, this research addressed the following questions:

- What is the size and nature of the target for NHTSA's high school youth programs?
- What should the objectives be of NHTSA programs directed toward this target?
- How should these messages or programs be presented?
- What secondary targets are relevant to NHTSA's efforts among the youth population?

Section II

RESEARCH METHOD

METHOD

In order to meet these objectives, a two phase research design was executed.

Ia. EXPLORATION: To develop the measurement tool

. **Review of Existing Data**

Relevant data sources* were reviewed to determine issues of concern and the data necessary for analysis.

. **Qualitative development**

Two high school focus groups were conducted, one among drinkers, one among non-drinkers. This phase was used to develop hypotheses and, in addition, provided appropriate consumer language for the questionnaire in the measurement phase.

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* For bibliography see the Technical Appendix

Ib. PILOT TEST: To pre-test and refine the measurement tool.

. **Objective**

In order to meet the research objectives it was recognized that a major portion of the necessary data was both personal and sensitive.

To insure both truthfulness and freedom of expression a two-fold resolution was suggested:

- The interviewing would be conducted in a central location out of the respondent's home.
- All personal behavioral data was collected in a self-administered answer booklet.

. **Test**

The entire administration and interviewing process was pre-tested.

WHO?	16 completed interviews and the screening necessary to obtain them.
WHERE?	Boston
WHEN?	June, 1974

II. MEASUREMENT PHASE: To measure a representative sample of youth according to the objectives of the study.

WHO? 1848 households were screened by telephone for high school students willing to participate in a study on general social issues. An eligibility quota based on sex and year in high school was applied.* Yield:

	TOTAL	MALE	FEMALE
HIGH SCHOOL			
Freshmen	96	48	48
Sophomores	101	51	50
Juniors	100	48	52
Seniors	100	50	50
	397	197	200

WHERE? Central locations chosen in 25 areas to give adequate geographical representation and reflect the metropolitan and non-metropolitan composition of the country.

WHEN? June, 1974

* For a detailed description of the sample see the Technical Appendix

Section III

FINDINGS

FINDINGS

A. WHAT HAS BEEN ACCOMPLISHED BY NHTSA'S PAST COMMUNICATIONS EFFORTS?

B. MARKET DEFINITION

- Size and nature
- Alcohol attitudes
- Drinking behavior
- Driving behavior

C. THE STRATEGIC PROBLEM

- Knowledgeability
- Wiliingness to ac.

D. COUNTERMEASURE POTENTIAL

A. WHAT HAS BEEN ACCOMPLISHED BY NHTSA'S PAST COMMUNICATIONS EFFORTS?

– HIGHLIGHTS –

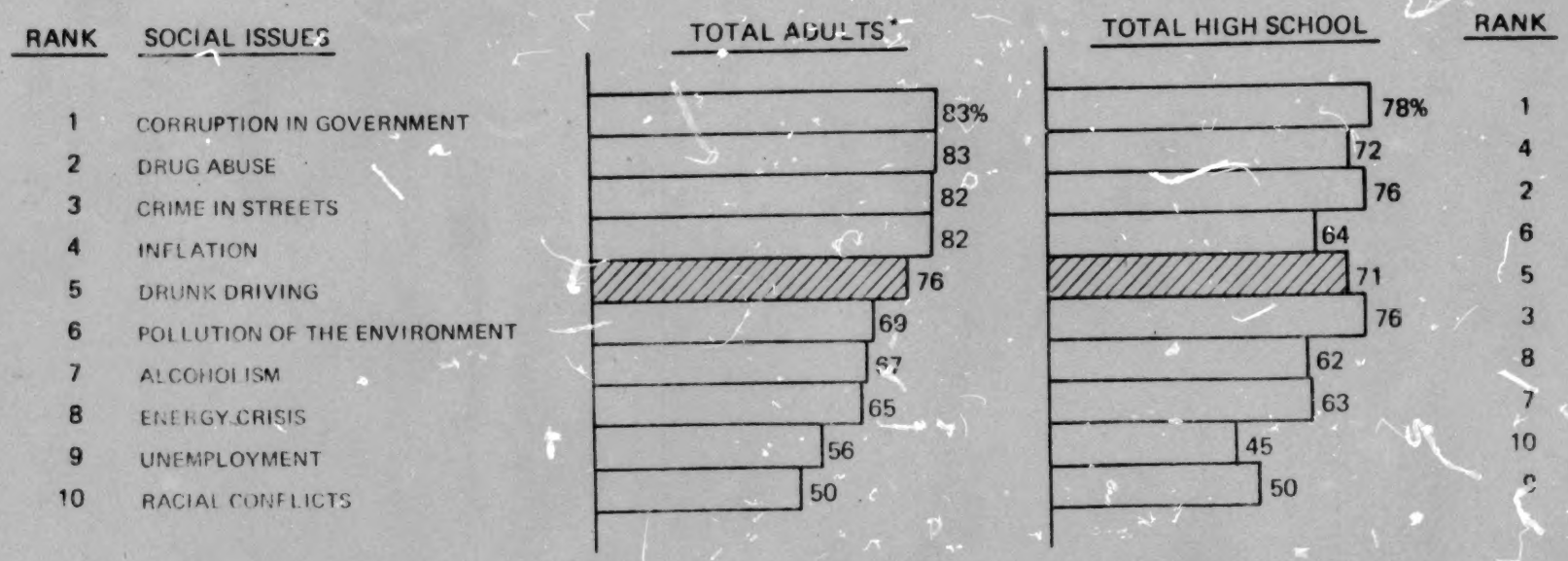
WHAT HAS BEEN ACCOMPLISHED BY NHTSA'S PAST COMMUNICATIONS EFFORTS?

- Like adults, U.S. high school youth ranked Drunk Driving as the fifth most important social issue with 71% saying it was an extremely or very important problem. This placed it immediately behind Drug Abuse, Crime, Pollution and Corruption in Government.
- As might have been expected, young people tended to downplay the economic issues of Inflation and Unemployment (this was early in the summer of 1974) when compared with the responses of adults.

WHAT HAS BEEN ACCOMPLISHED BY NHTSA'S FAST COMMUNICATIONS EFFORTS?

(Base: Total Adult and High School Sample)

– % RATING "EXTREMELY" OR "VERY" IMPORTANT –


RANK
SOCIAL ISSUES
TOTAL ADULTS*
TOTAL HIGH SCHOOL
RANK
1 CORRUPTION IN GOVERNMENT 83% 78% 1
2 DRUG ABUSE 83 72 4
3 CRIME IN STREETS 82 76 2
4 INFLATION 82 64 6
5 DRUNK DRIVING 76 71 5
6 POLLUTION OF THE ENVIRONMENT 69 76 3
7 ALCOHOLISM 67 62 8
8 ENERGY CRISIS 65 63 7
9 UNEMPLOYMENT 56 45 10
10 RACIAL CONFLICTS 50 50 9

* See Volume I, Section III A.

B. MARKET DEFINITION

- Size and nature
- Alcohol attitudes
- Drinking behavior
- Driving behavior

– HIGHLIGHTS –

MARKET DEFINITION

- The use of alcohol in the unsupervised peer social occasion is a **large** and **pervasive** experience of the current high school population.

- Approximately half of the high school students report that once a month or more they are part of social occasions where alcohol is served and there is no adult supervision. This group, which we call the **ARS–Involved**, accounts for almost all of the peer/unsupervised occasions reported.

- The ARS–Involved group is not a fringe element of the youth group but draws from all age, class, and student types.

  - They are somewhat older, yet 25% are only fifteen years old or younger.

  - The group is slightly more male, yet fully four in ten are females.

  - They report the entire range of grades, activities, and social involvement as do the non-involved students, with 53% expecting to go to college and beyond.

  - These youth tend to rate their family unity as somewhat less close than other youth, but not significantly.

  - They have as large a circle of friends as others, and like other youth they name these peers as the ones they turn to when confronted with problems. ARS–Involved youth are less likely to turn to their parents for help than are non-involved teens.

- The ARS—Involved group, while in the mainstream are, however, highly differentiated from the non-involved students by their personality profile.
  - When compared with the non-involved youth, these young people tend to be a good deal more social and group-centered.
  - They are more liberal and permissive and feel that their current environment is overly restrictive and authoritarian. They show very low respect for law when compared with other youth.
  - They display more impulsive, risk-taking personalities which encourage them to experiment with new experiences and are confident in their ability to make their own decisions.
  - They have formed relationships with many people, but not at any depth or level of commitment.

- In general, as might be expected, the alcohol attitudes of the ARS–Involved can be described as more "pro" drinking than the non-involved. They have very positive feelings about teen drinking and the social utility of alcohol. This is understandable in the context of their parents' own use of alcohol which is considerably greater than the non-involved group's.

- The ARS–Involved high school student is not only in the alcohol related situation but is also a frequent user (and abuser) of alcoholic beverages.

  - 45% report that they drink with a frequency of once a week or more.

  - Over 40% (the same rate as for ARS adults) report "most drinks in any one day in the past week" they consumed were 4 or more.

  - 61% of this group report they were drunk at least once in the past month.

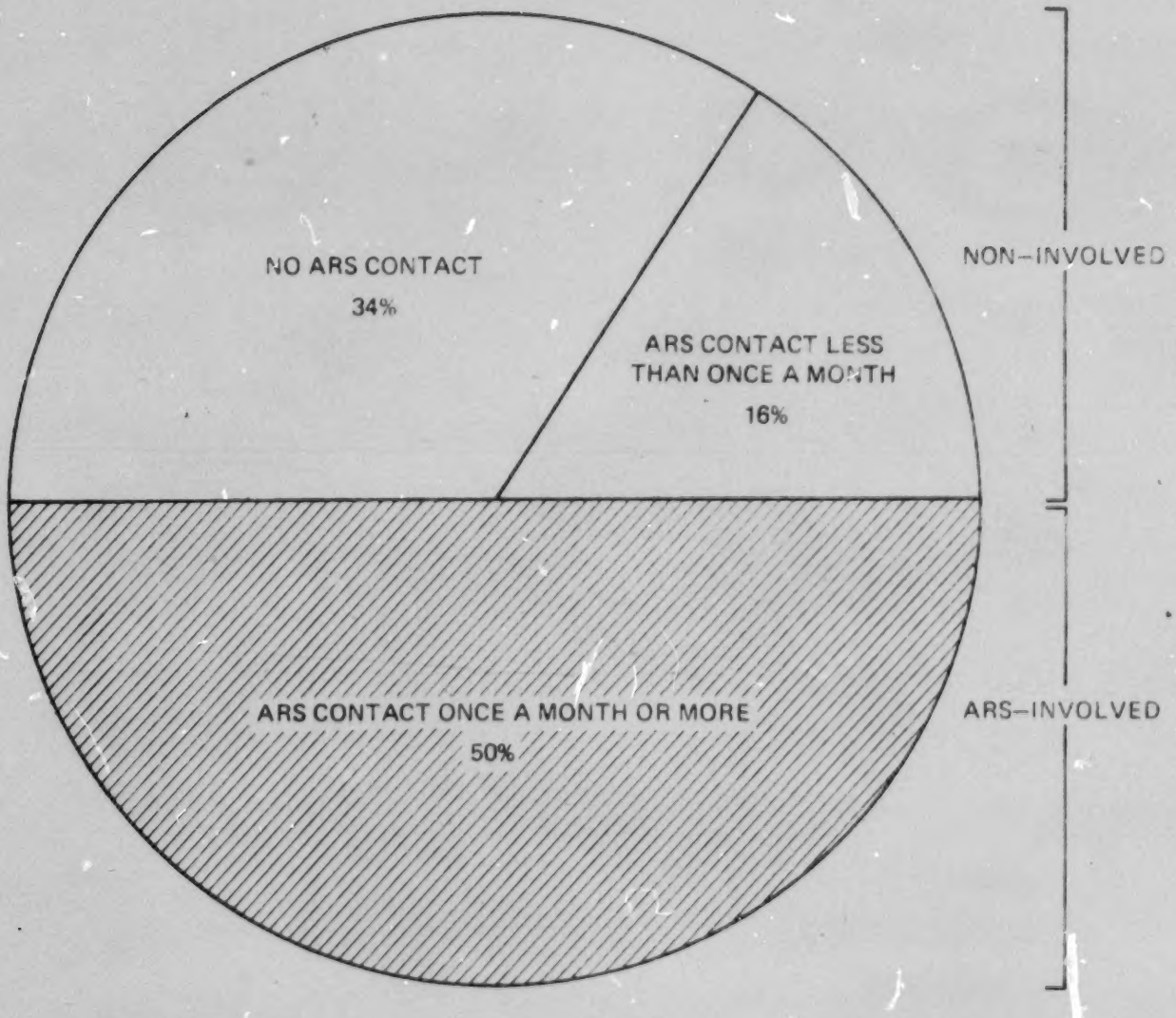
- Even more than adults, beer is the most popular beverage by far, with 75% of the ARS–Involved youth group saying it is the beverage they drink most often.

- The major reasons given for the use of alcohol among the ARS–Involved are: as an aid to celebration and fun, because they like the taste, and for the feeling of getting high.

- The drinking locations reported by the ARS-Involved underline both the lack of adult supervision and the involvement of the car in their drinking occasions.
  - While friend's or their own home are frequent locations, over a third indicated they drink while driving around or drink at the local hangout. Drive-ins also account for a fifth of the locations for drinking.
- The main sources of alcoholic beverages for minors are reportedly legal-age friends and their own homes, not illegal purchases.
- Peers are the most frequent drinking companions by far. Over half report they most frequently drink with male and female peers, with an additional 32% naming peers of their own sex as the most frequent companions. Practically none report drinking alone, thus, as we would expect, these involved individuals tend to associate more with other teens who drink.
- About two-thirds of the ARS-Involved youth hold a valid driver's license or permit, and for 70% of them, the car they drive most frequently is a family vehicle.
- 24% of this group who drive have had a moving traffic violation of some sort, twice the rate for the non-involved.

HOW FREQUENTLY DOES THE HIGH SCHOOL SAMPLE HAVE CONTACT WITH THE ALCOHOL RELATED SITUATION?

(Base: High School Sample)



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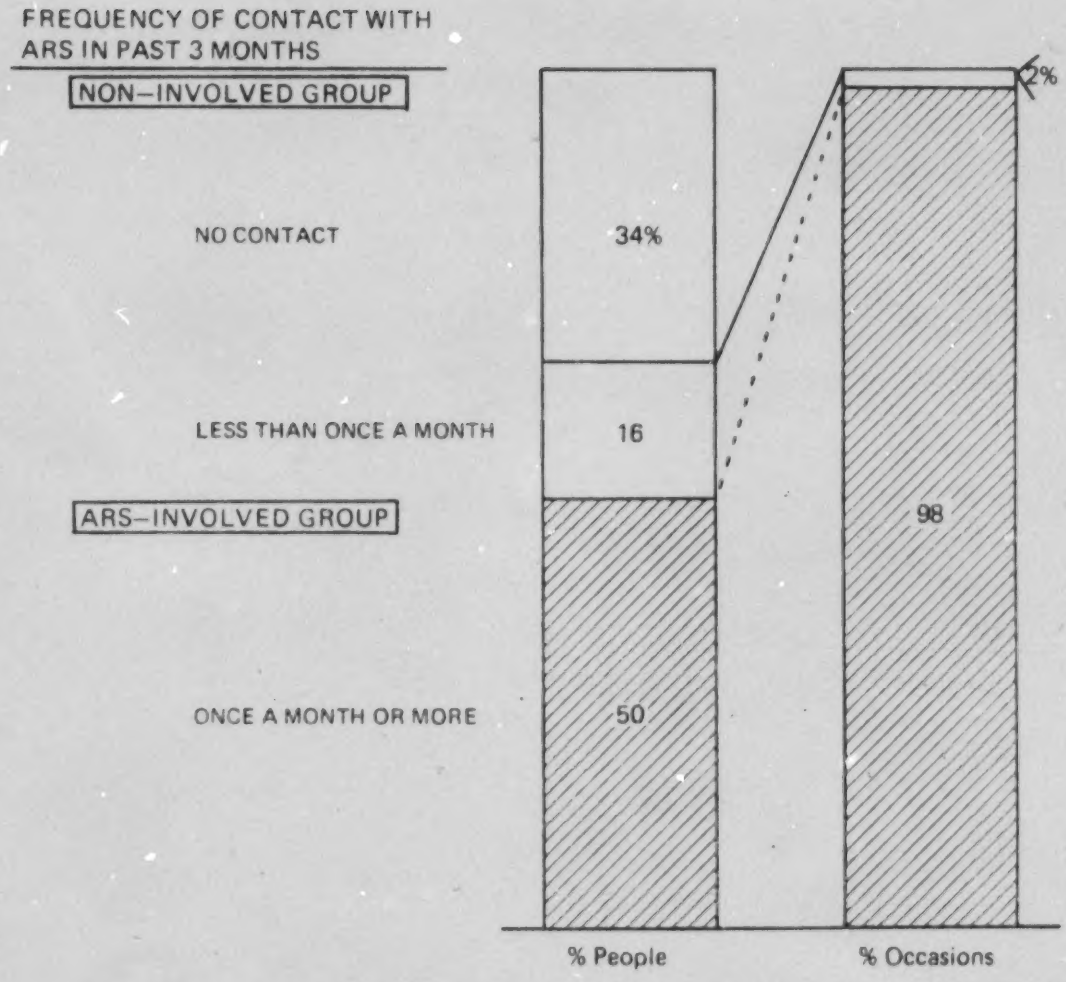
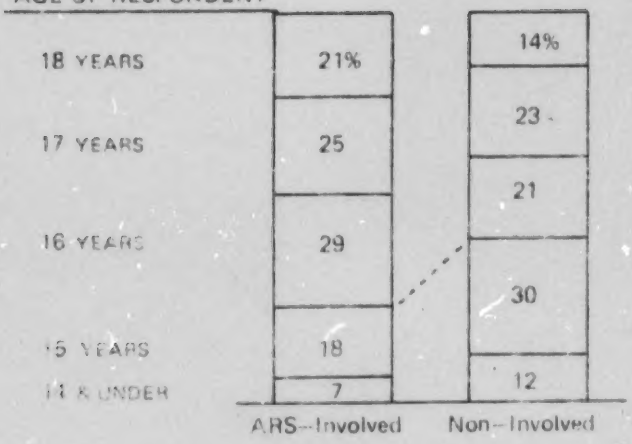


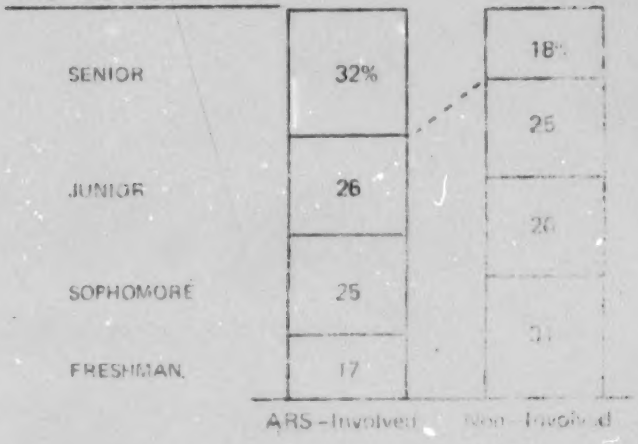
WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF THE ARS–INVOLVED GROUP?

(Base: High School Sample)

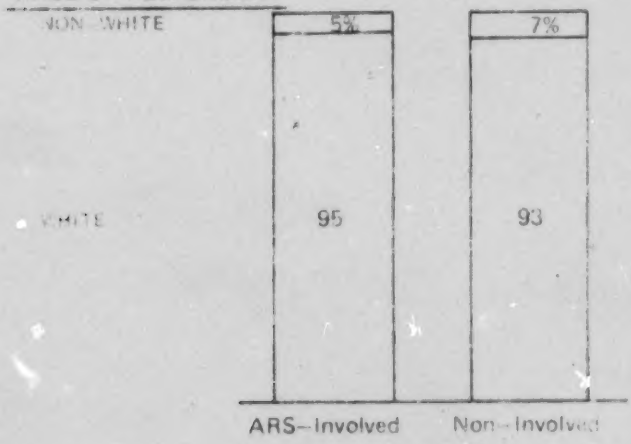
AGE OF RESPONDENT



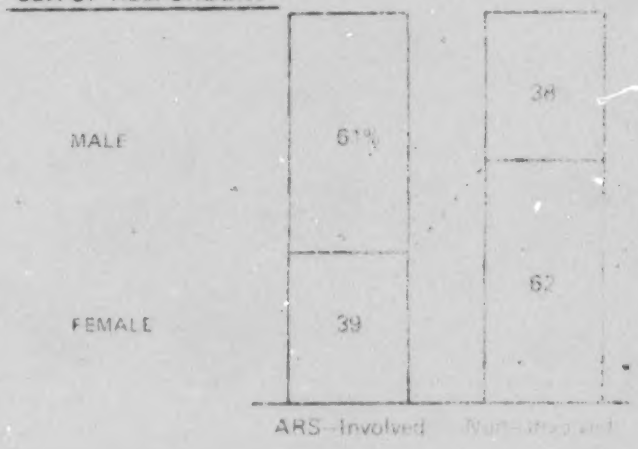
HIGH SCHOOL GRADE



RACE OF RESPONDENT

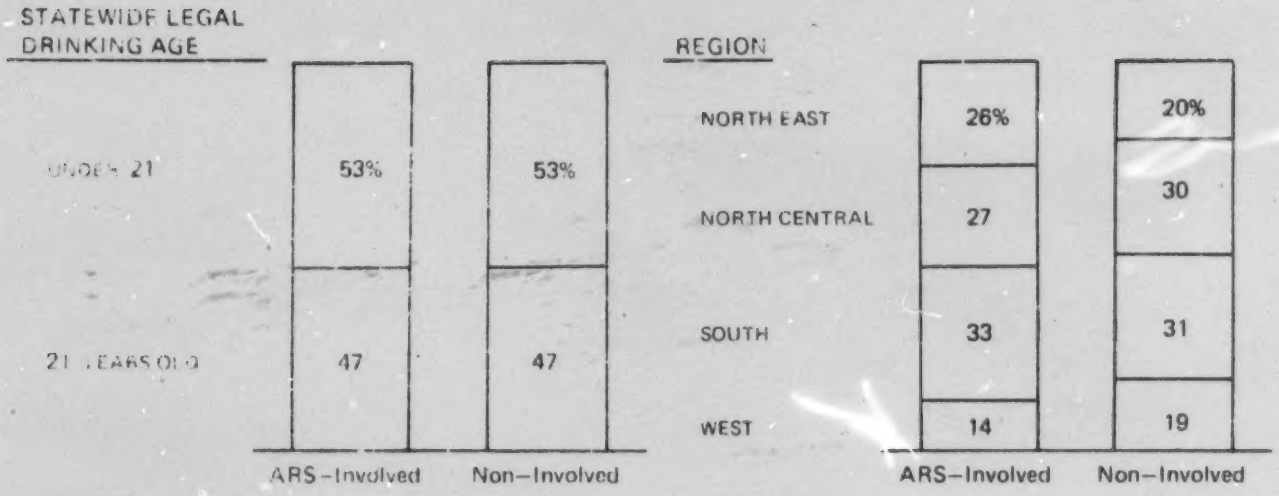


SEX OF RESPONDENT



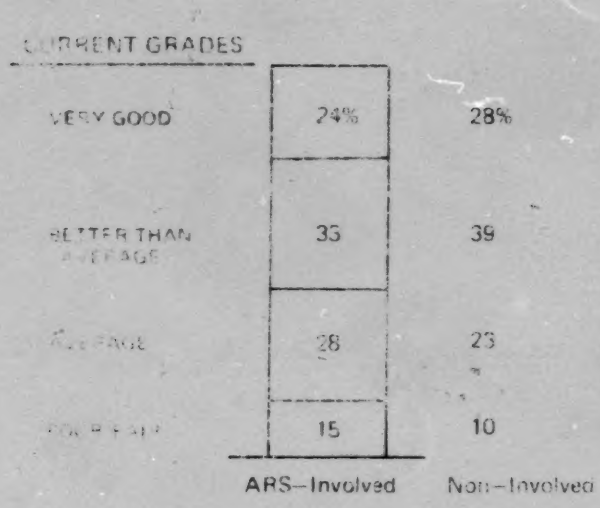
WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF THE ARS–INVOLVED GROUP?

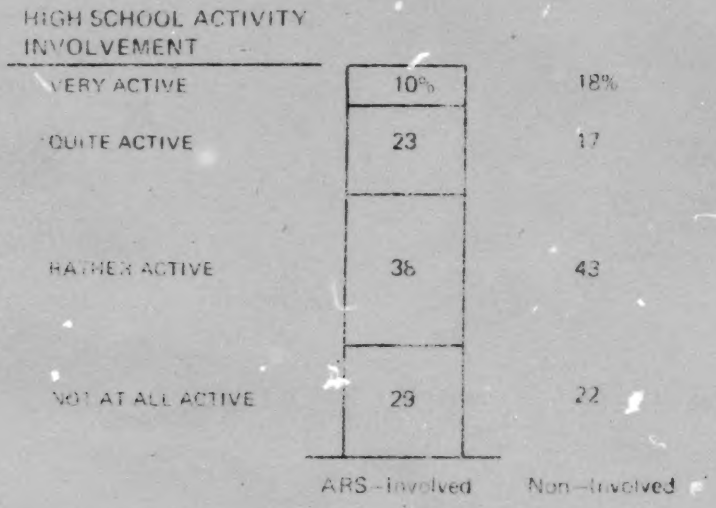
(Base: High School Sample)

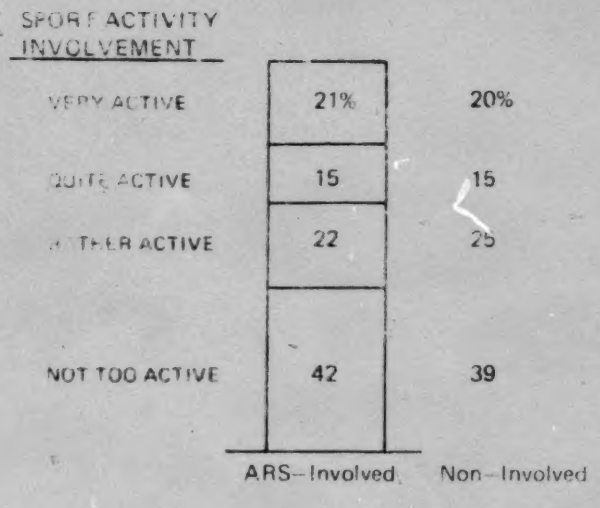


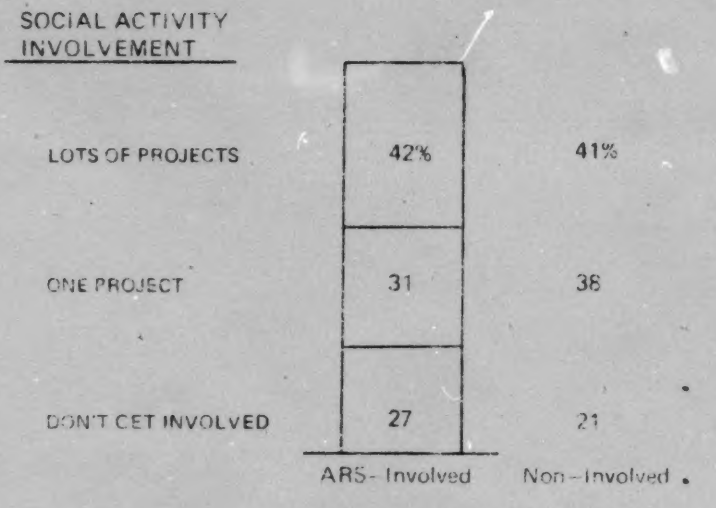
WHAT IS THE ARS–INVOLVED HIGH SCHOOL STUDENT'S SCHOOL AND SOCIAL INVOLVEMENT?

(Base: High School Sample)



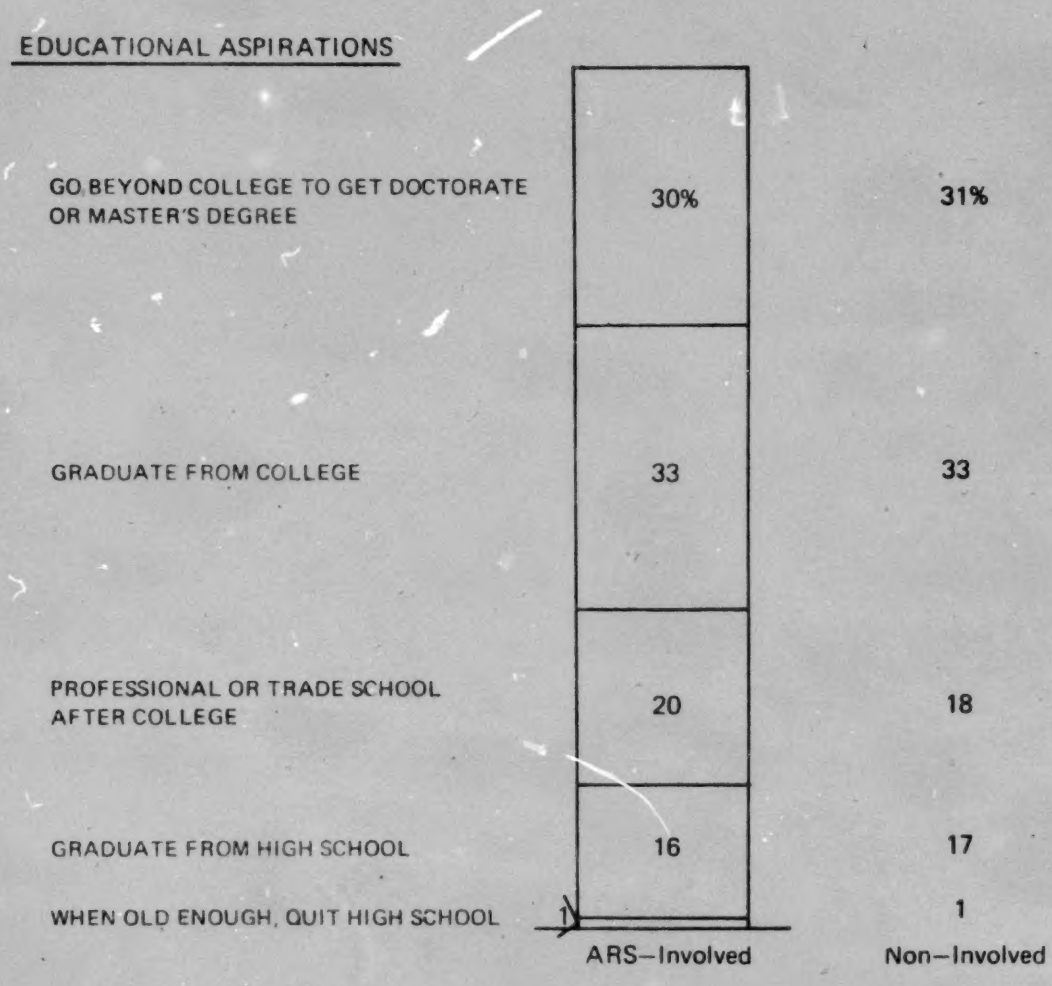






WHAT ARE THE EDUCATIONAL ASPIRATIONS OF THE ARS–INVOLVED HIGH SCHOOL STUDENT?

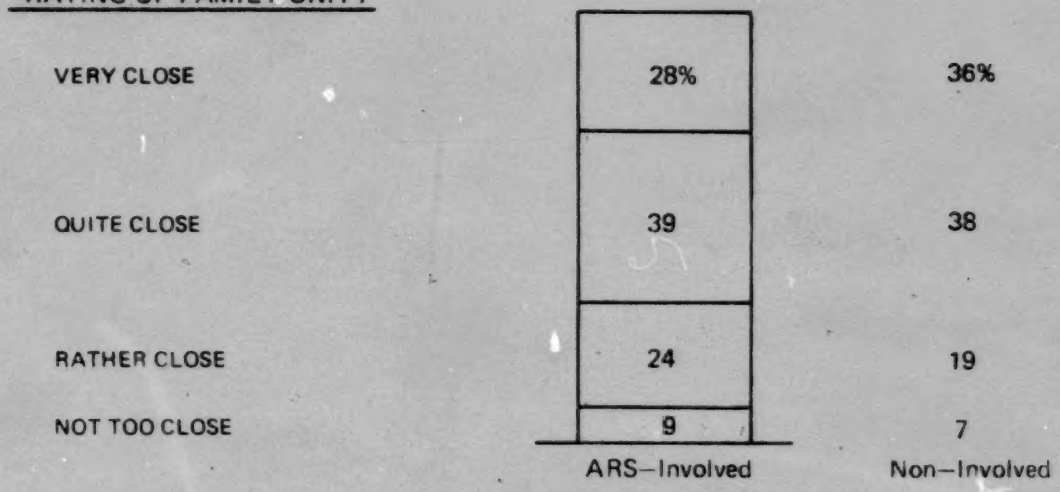
(Base: High School Sample)



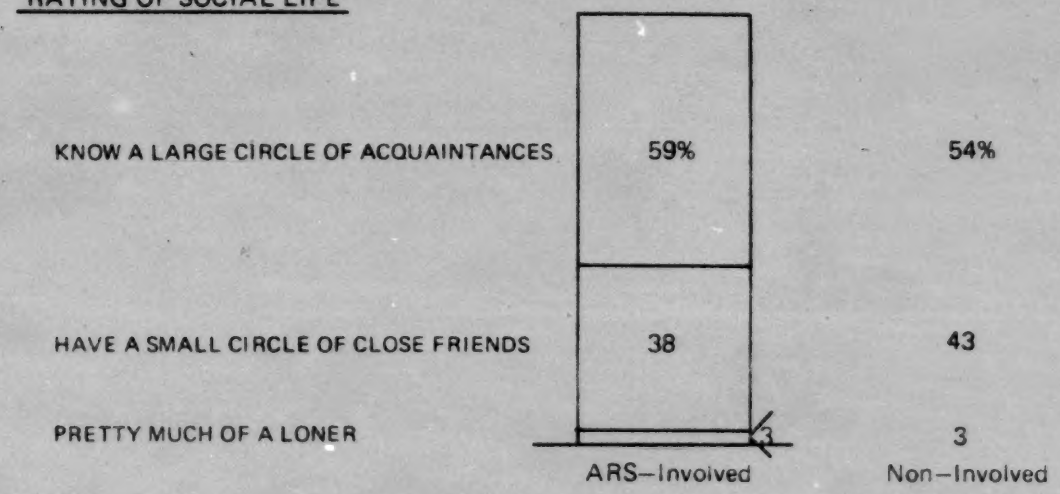
WHAT ARE SOME RELATIONAL CHARACTERISTICS OF THE ARS–INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

RATING OF FAMILY UNITY

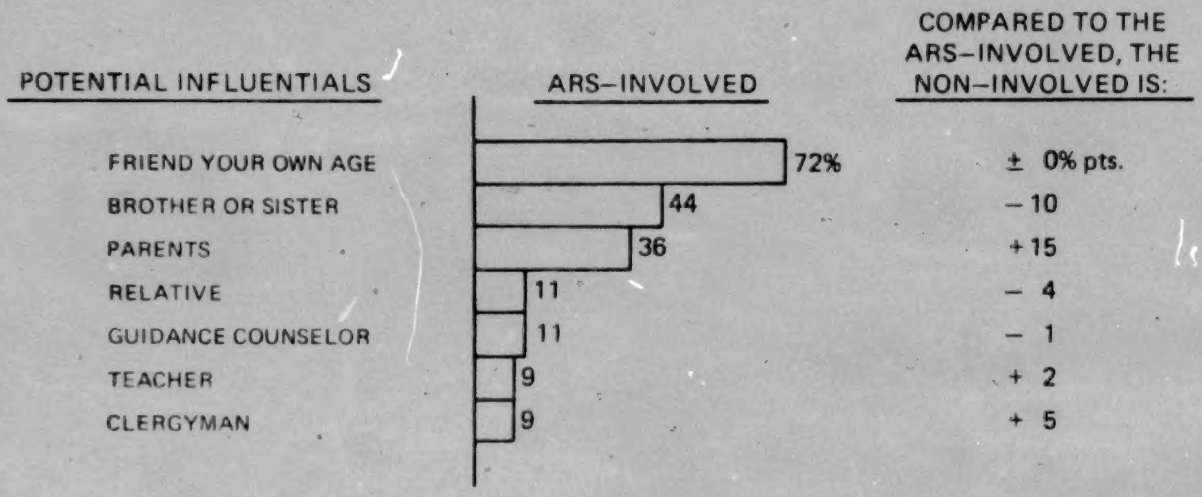


RATING OF SOCIAL LIFE



WHO ARE THE POTENTIAL INFLUENTIALS FOR THE ARS–INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)



HOW DID WE DETERMINE THE PERSONALITY PROFILE OF THE ARS–INVOLVED YOUTH?

The personality description was prepared by Grey's consulting psychologist using information derived from a list of 34 self-administered personality inventory ratings obtained from each person in the study.

In order to assure an unbiased analysis of the personalities involved, independent of their demographic and attitudinal characteristics, the psychologist was given **only** the psychological data shown.

WHAT PERSONALITY/LIFESTYLE FACTORS DID WE MEASURE?

SOCIABILITY	. I spend a lot of time visiting friends.
AGGRESSION	. Stupidity makes me angry.
	. I do not like to see anyone receive bad news. (R)
DOMINANCE	. I feel confident when directing the activity of others.
	. I think it is better to be quiet than assertive. (R)
CAUTIOUSNESS	. I am careful about the things I do because I want to have a long and healthy life.
	. I like the feeling of going fast. (R)
IMPULSIVITY	. I find that I sometimes forget to "look before I leap".
	. Rarely, if ever, do I do anything reckless. (R)
SUPPORTIVENESS OF FRIENDS	. I believe in giving friends lots of help and advice.
	. If someone is in trouble, I try not to become involved. (R)
NEED FOR SOCIAL RECOGNITION	. When I am doing something, I often worry about what other people will think.
	. I will not go out of my way to behave in an approved way. (R)
ACCEPTANCE OF SOCIAL ORDER	. I believe the society we live in is pretty good the way it is.
	. I would make a lot of changes in the laws of this country if I could. (R)

(R) = Phrase was reversed for factor scoring. For full description of scoring see the Technical Appendix.

RESPECT FOR LAW	. I obey the law even when I am convinced it is in need of change.
	. If I can get away with it, I will break any law which I think is bad. (R)
HELPFULNESS TO OTHERS	. I enjoy helping people even if I don't know them very well.
	. I try to get out of helping other people if I can. (R)
SOCIAL ALIENATION	. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself.
	. It's hardly fair to bring children into the world with the way things look for the future.
	. You sometimes can't help wondering whether anything is worthwhile.
HOPELESSNESS	. There are many people who don't know what to do with their lives.
	. In a society where almost everyone is out for himself, people soon come to distrust each other.
NON–INVOLVEMENT WITH PEOPLE	. Letting your friends down is not so bad because you can't do good all the time for everybody.
	. People would be a lot better off if they could live far away from other people and never have to do anything for them.
LIBERALISTIC	. Sexual behavior should be bound by mutual feelings, not by formal and legal ties.
	. Police should not hesitate to use force to maintain order. (R)

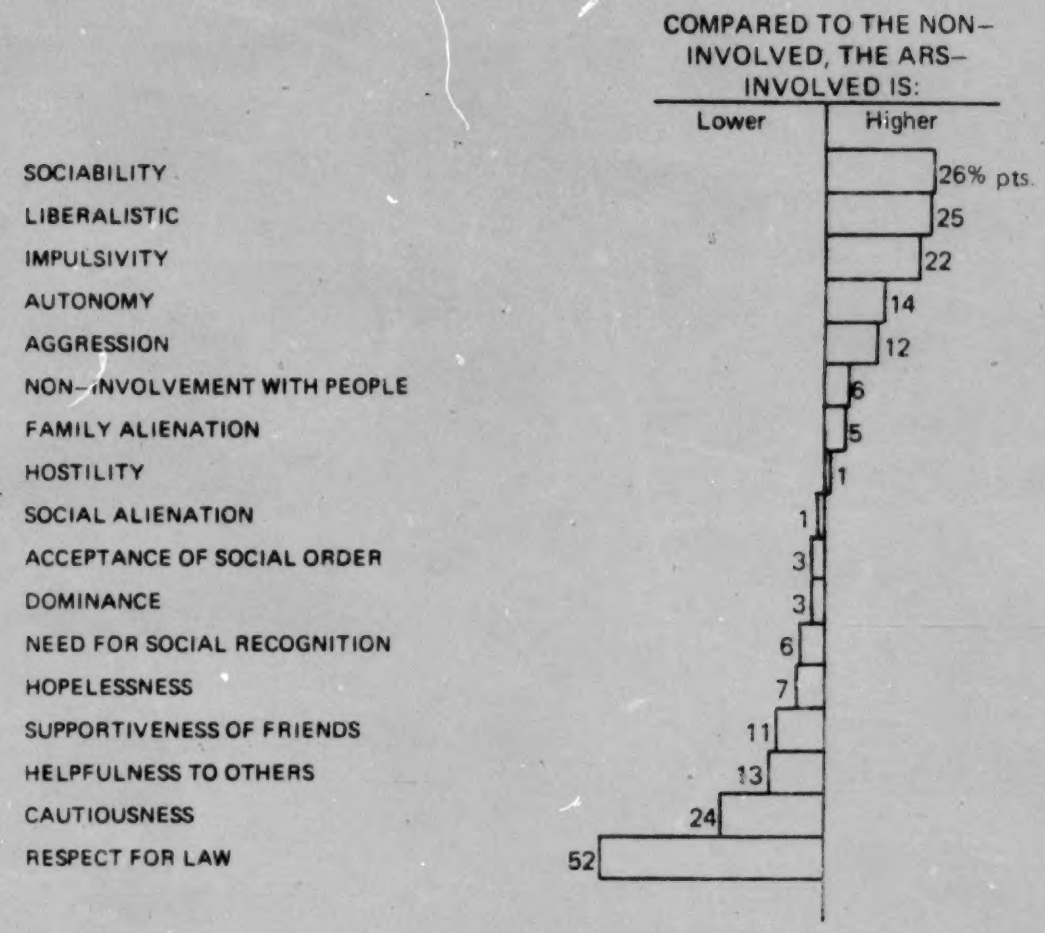
(R) = Phrase was reversed for factor scoring. For full description of scoring see the Technical Appendix.

FAMILY ALIENATION	. Sometimes I feel that my parents have no real understanding of what I want out of life.
	. In dealing with my family, I do not believe that there really is a "generation gap".(R)
HOSTILITY	. I sometimes feel resentful when I don't get my own way.
	. I can't help getting into arguments when people disagree with me.
AUTONOMY	. If I have a problem, I like to work it out alone.
	. I usually try to share my problems with someone who can help me. (R)

(R) = Phrase was reversed for factor scoring. For full description of scoring see the Technical Appendix.

WHAT IS THE PERSONALITY LIFESTYLE PROFILE OF THE ARS–INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)



THE PERSONALITY/LIFESTYLE PROFILE OF THE ARS–INVOLVED YOUTH

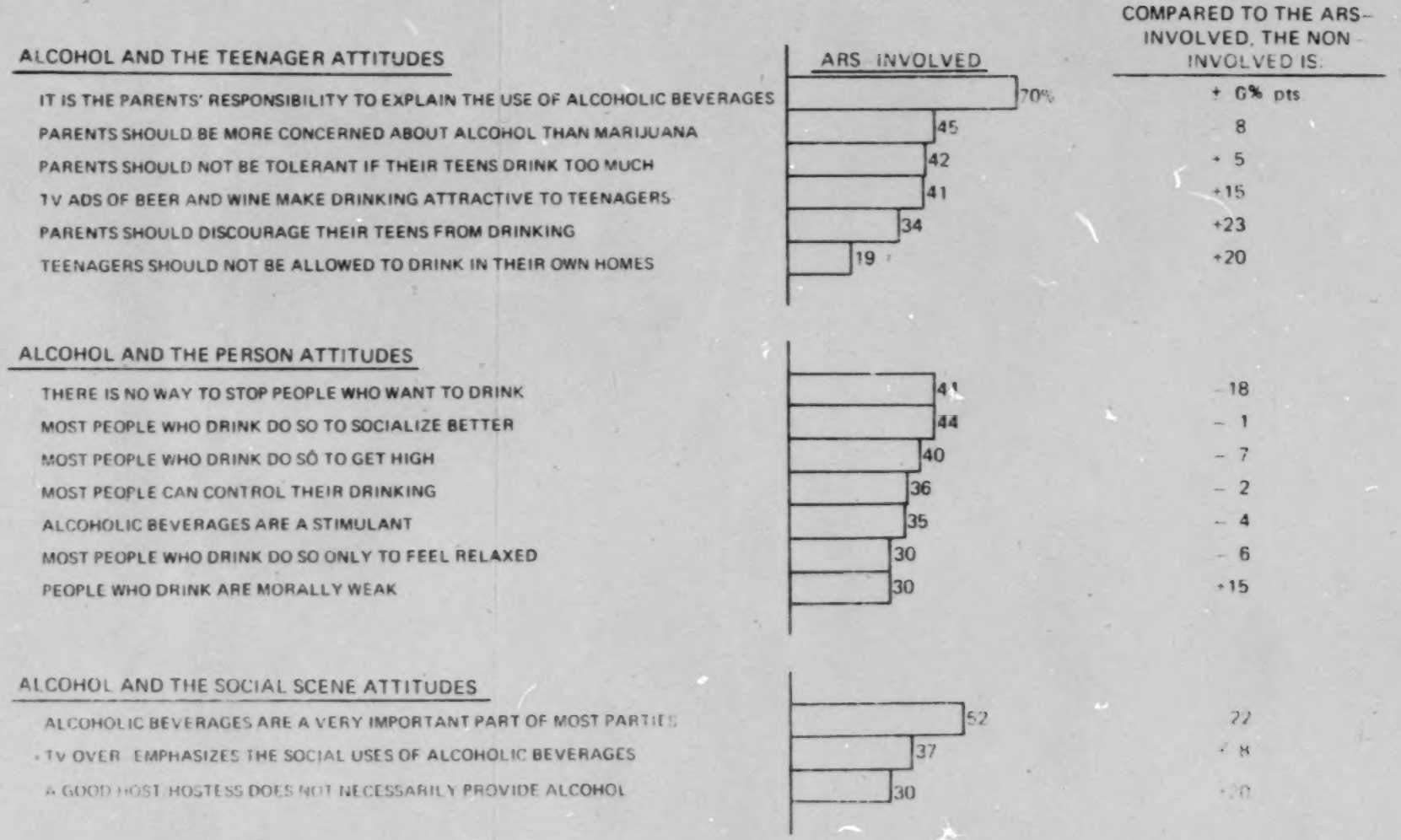
When compared with the non-involved youth these young people tend to be a good deal more social and group-oriented, preferring to be with a group of their peers in most of their social activities. They are more likely to be liberal and permissive and feel that their current social environment is overly restrictive and authoritarian in its attitudes towards young people.

Their involvement in drinking tends to be very much of a social activity. It is also actuated by their desire to experiment with new experiences and their self-confidence in their ability to make their own decisions about what they want to do. They display an impulsive, risk-taking nature which tends to lead them toward dangerous situations without consideration of the consequence.

WHAT ARE THE ALCOHOL ATTITUDES OF THE ARS–INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

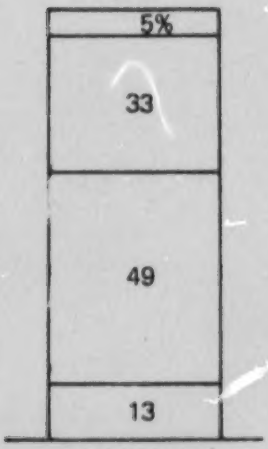
–% RATING "STRONGLY" OR "SOMEWHAT" AGREE–


ALCOHOL AND THE TEENAGER ATTITUDES
ARS INVOLVED
COMPARED TO THE ARS–INVOLVED, THE NON-INVOLVED IS:
IT IS THE PARENTS' RESPONSIBILITY TO EXPLAIN THE USE OF ALCOHOLIC BEVERAGES
70%
+ 0% pts
PARENTS SHOULD BE MORE CONCERNED ABOUT ALCOHOL THAN MARIJUANA
45
– 8
PARENTS SHOULD NOT BE TOLERANT IF THEIR TEENS DRINK TOO MUCH
42
+ 5
TV ADS OF BEER AND WINE MAKE DRINKING ATTRACTIVE TO TEENAGERS
41
+15
PARENTS SHOULD DISCOURAGE THEIR TEENS FROM DRINKING
34
+23
TEENAGERS SHOULD NOT BE ALLOWED TO DRINK IN THEIR OWN HOMES
19
+20
ALCOHOL AND THE PERSON ATTITUDES
THERE IS NO WAY TO STOP PEOPLE WHO WANT TO DRINK
41
– 18
MOST PEOPLE WHO DRINK DO SO TO SOCIALIZE BETTER
44
– 1
MOST PEOPLE WHO DRINK DO SO TO GET HIGH
40
– 7
MOST PEOPLE CAN CONTROL THEIR DRINKING
36
– 2
ALCOHOLIC BEVERAGES ARE A STIMULANT
35
– 4
MOST PEOPLE WHO DRINK DO SO ONLY TO FEEL RELAXED
30
– 6
PEOPLE WHO DRINK ARE MORALLY WEAK
30
+15
ALCOHOL AND THE SOCIAL SCENE ATTITUDES
ALCOHOLIC BEVERAGES ARE A VERY IMPORTANT PART OF MOST PARTIES
52
22
TV OVER EMPHASIZES THE SOCIAL USES OF ALCOHOLIC BEVERAGES
37
+ 8
A GOOD HOST/HOSTESS DOES NOT NECESSARILY PROVIDE ALCOHOL
30
+20

WHAT ARE THE PARENTAL DRINKING PATTERNS OF THE ARS–INVOLVED HIGH SCHOOL GROUP?

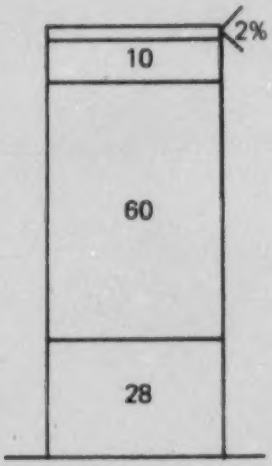
(Base: High School Sample)

FATHER'S DRINKING PATTERNS



	Non–Involved
HEAVY DRINKER	3%
MEDIUM DRINKER	20
LIGHT DRINKER	54
DOESN'T DRINK AT ALL	23

MOTHER'S DRINKING PATTERNS



	Non–Involved
HEAVY DRINKER	1%
MEDIUM DRINKER	6
LIGHT DRINKER	51
DOESN'T DRINK AT ALL	42

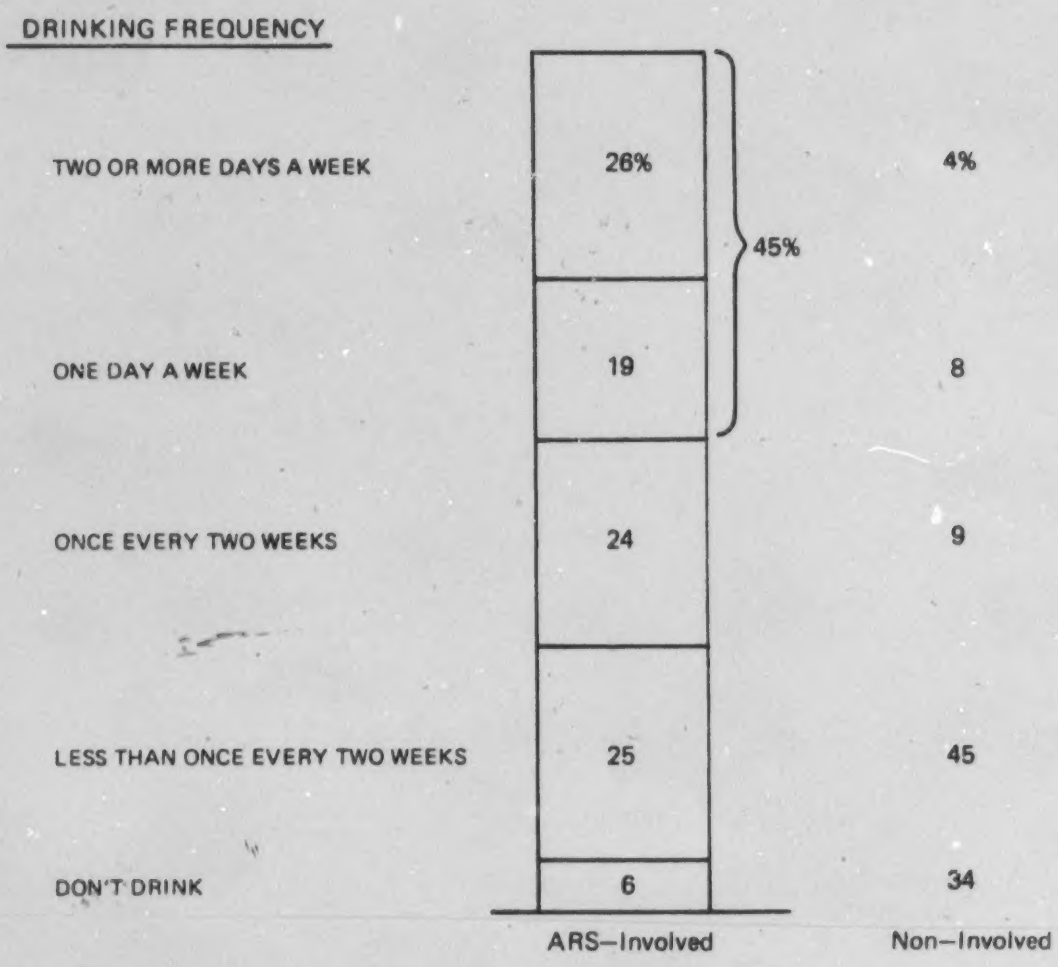
WHAT ARE THE PARENTAL ATTITUDES TOWARD THE USE OF ALCOHOLIC BEVERAGES FOR THE ARS–INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

BEST DESCRIBES PARENTAL ATTITUDES	ARS–INVOLVED	COMPARED TO THE ARS-INVOLVED, THE NON-INVOLVED IS
THEY DON'T OBJECT IN CERTAIN CIRCUMSTANCES	32%	– 1% pts
THEY PREFER THAT I NOT DRINK	21	+ 5
OPPOSED TO MY EVER DRINKING	17	+ 3
DISCOURAGE DRINKING UNTIL A CERTAIN AGE	16	– 4
HAVEN'T DISCUSSED THE SUBJECT	9	+ 1
DON'T OBJECT ON ANY CIRCUMSTANCES	5	– 3
DON T CARE ONE WAY OR THE OTHER	1	± 0

HOW FREQUENTLY DOES THE ARS–INVOLVED HIGH SCHOOL STUDENT DRINK ALCOHOLIC BEVERAGES?

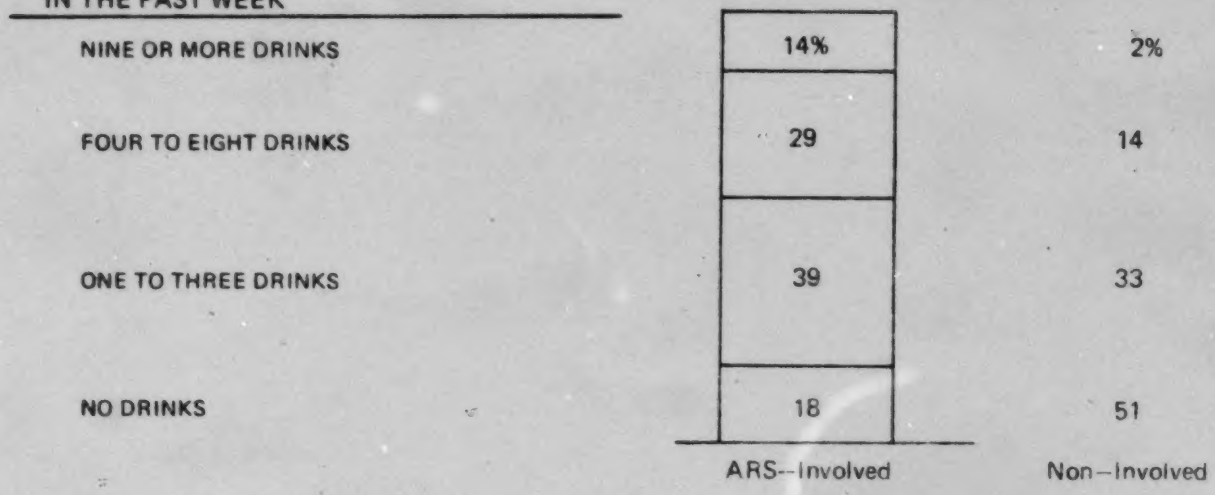
(Base: High School Sample)



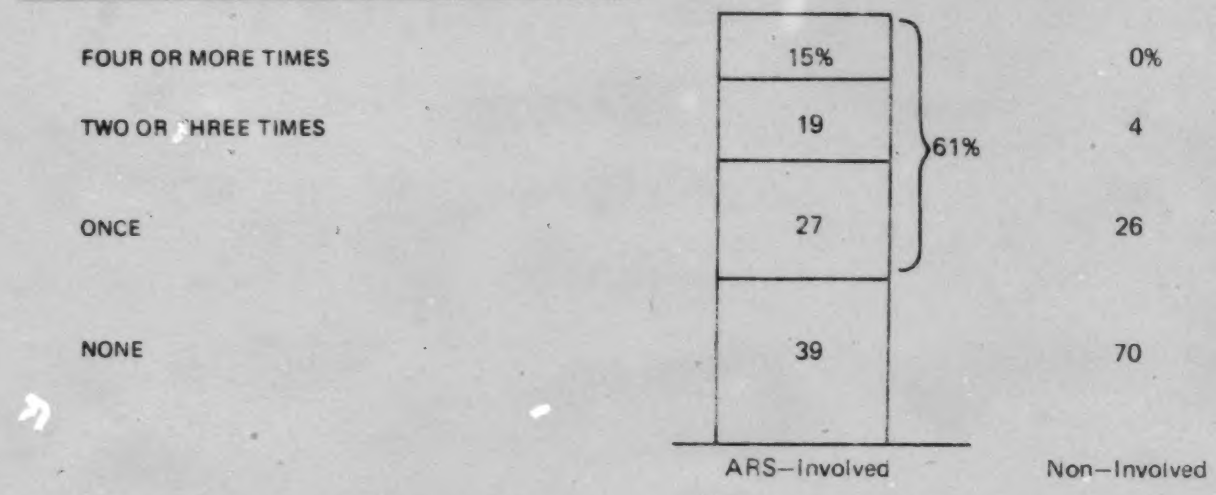
WHAT INDICATIONS OF DRINKING VOLUME AND DRUNKENNESS DO WE HAVE FOR THE ARS–INVOLVED HIGH SCHOOL STUDENT?

(Base: High School Sample Who Drink)

MOST NUMBER OF DRINKS ON ANY ONE DAY IN THE PAST WEEK

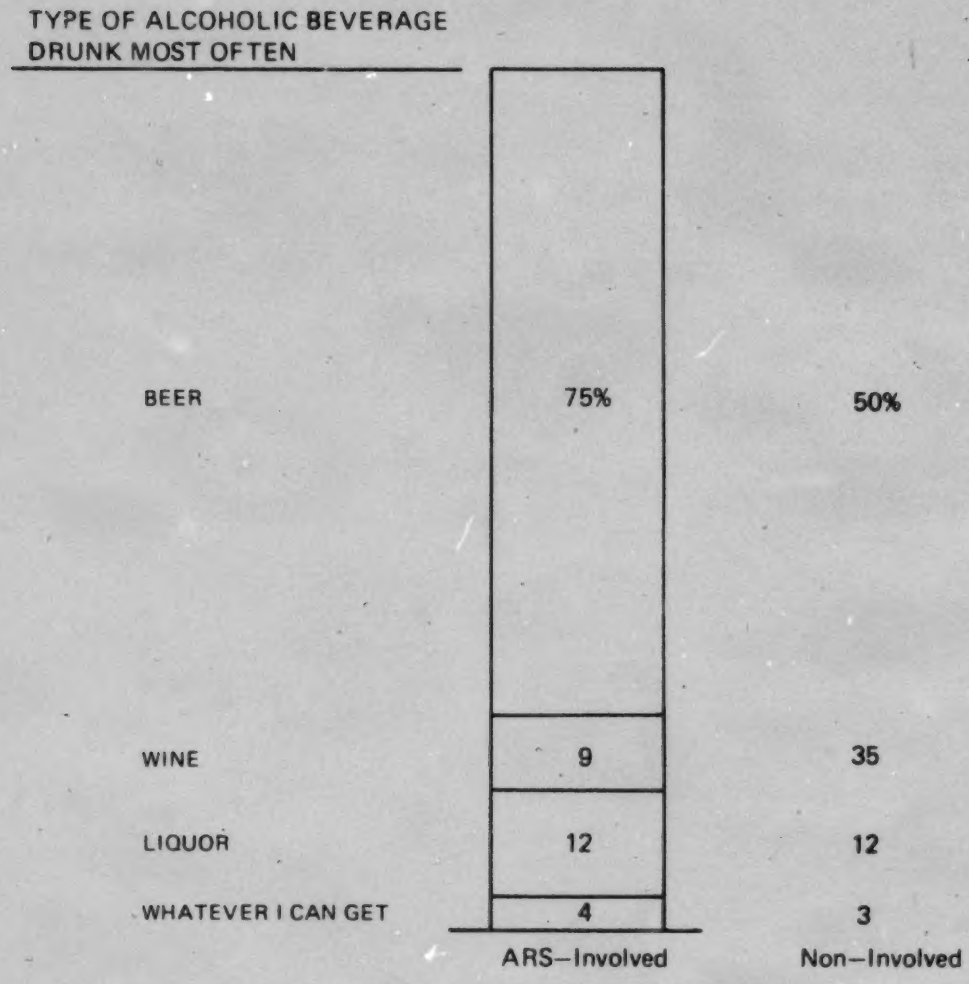


NUMBER OF TIMES DRUNK IN THE PAST MONTH



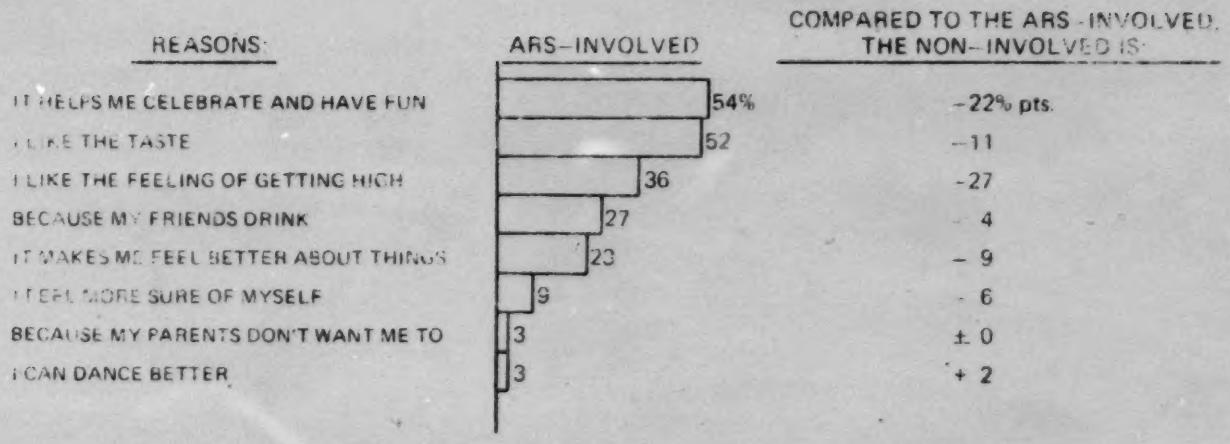
WHICH TYPE OF ALCOHOLIC BEVERAGE IS DRUNK MOST OFTEN BY THE ARS–INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample Who Drink)



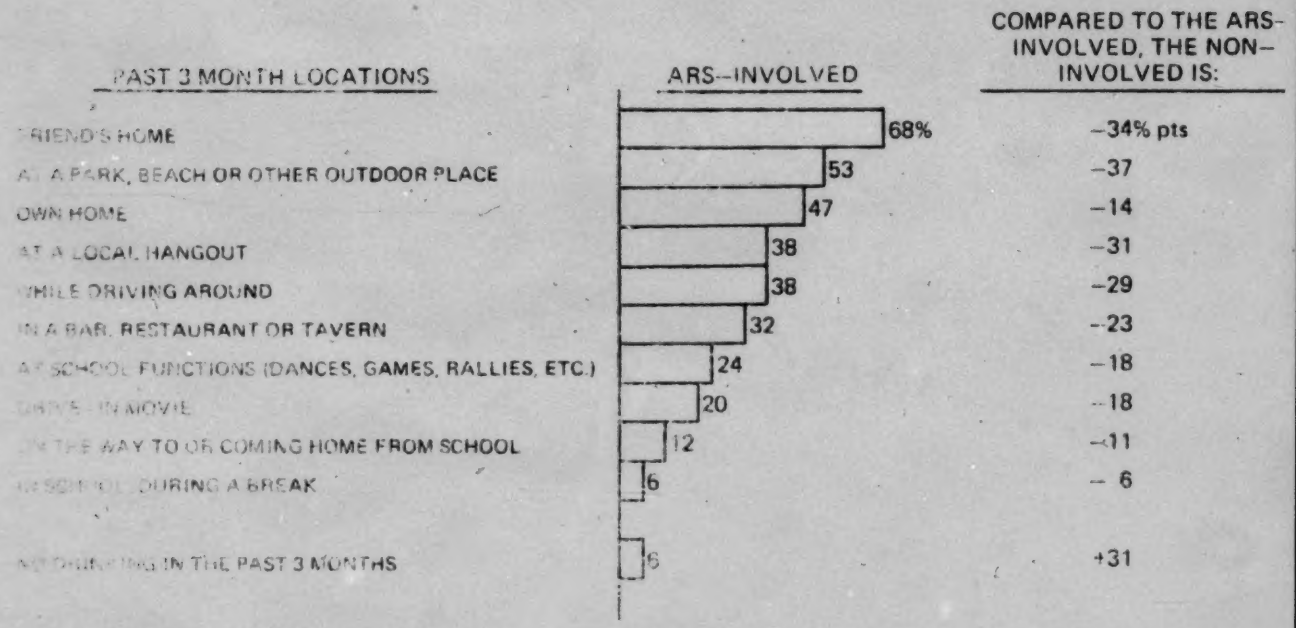
WHAT REASONS DOES THE ARS-INVOLVED HIGH SCHOOL GROUP GIVE FOR DRINKING ALCOHOLIC BEVERAGES?

(Base: High School Sample Who Drink)



AT WHAT LOCATIONS DOES THE ARS–INVOLVED HIGH SCHOOL STUDENT DRINK?

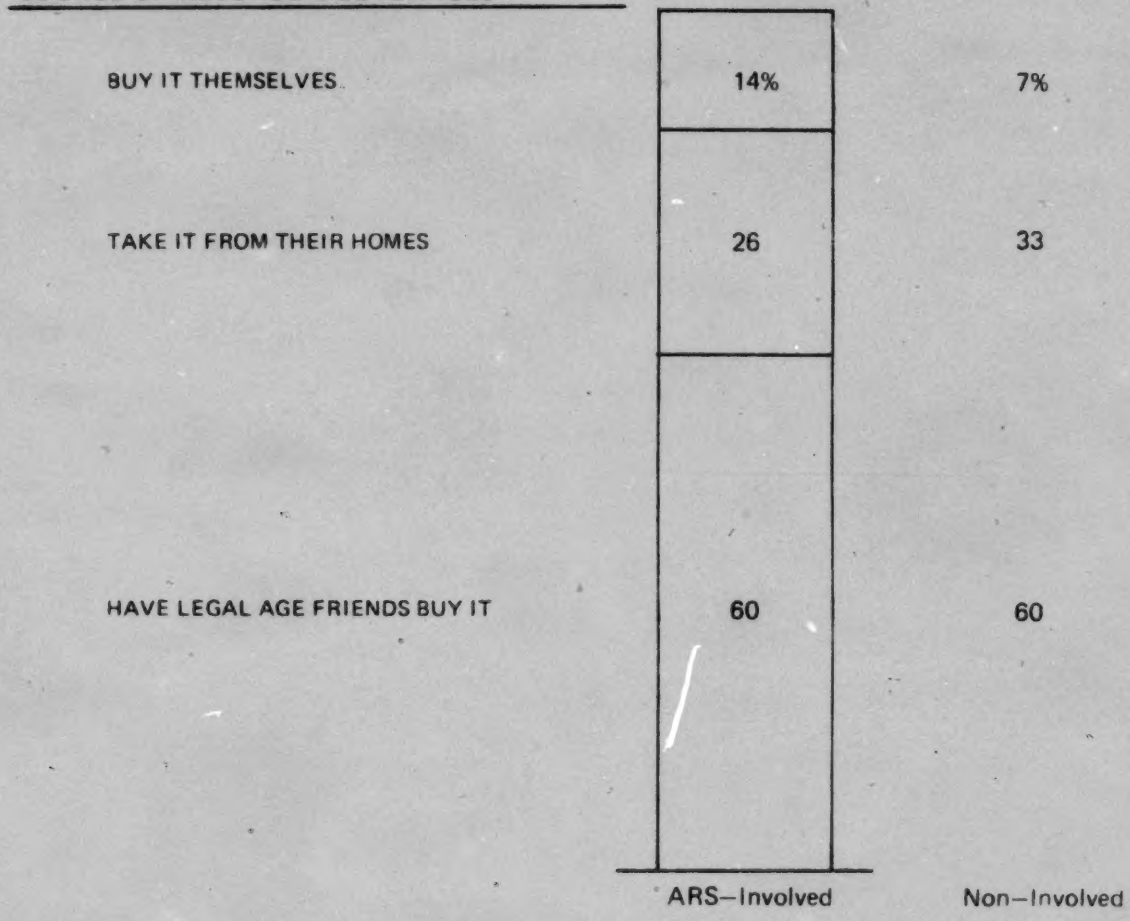
(Base: High School Sample Who Drink)



WHAT DOES THE ARS-INVOLVED GROUP SEE AS THE SOURCE OF ALCOHOLIC BEVERAGES FOR MINORS?

(Base: High School Sample)

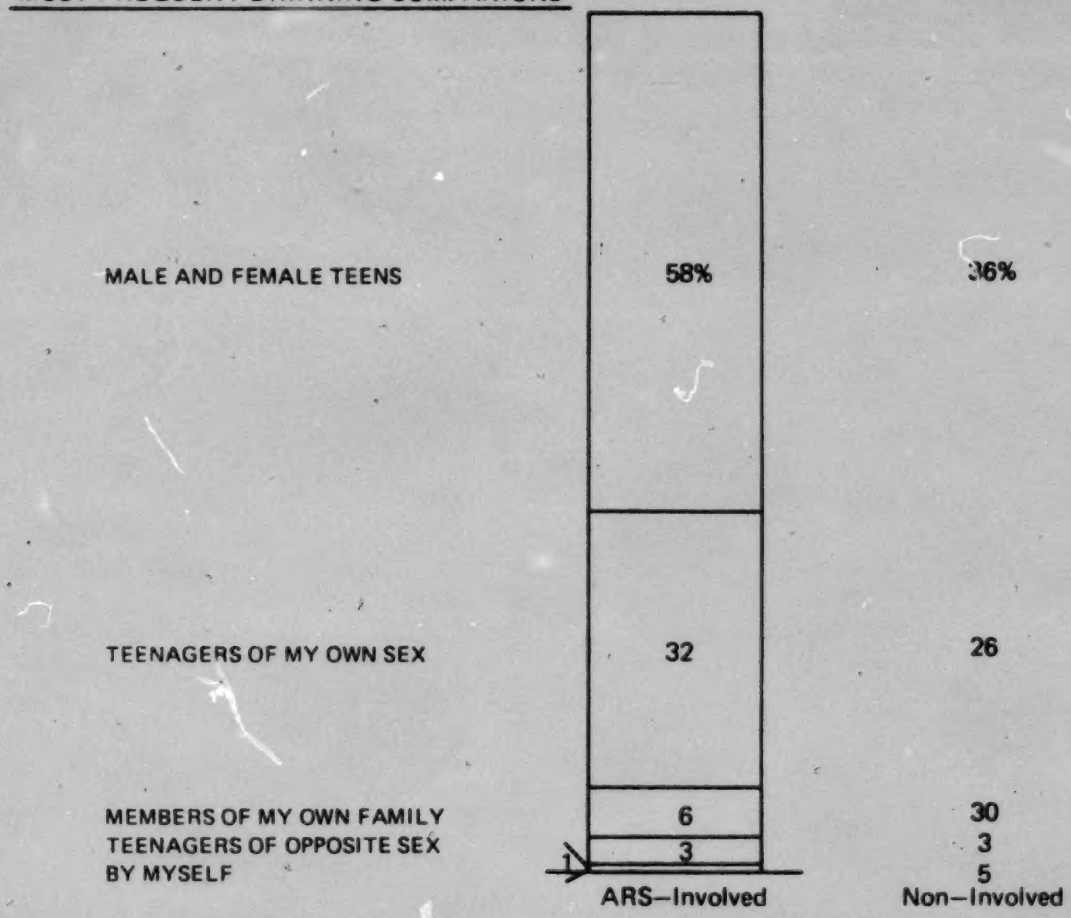
WHEN DRINKING OUTSIDE THEIR OWN HOME, SOURCE OF ALCOHOLIC BEVERAGES



WHO ARE THE DRINKING COMPANIONS OF THE ARS–INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

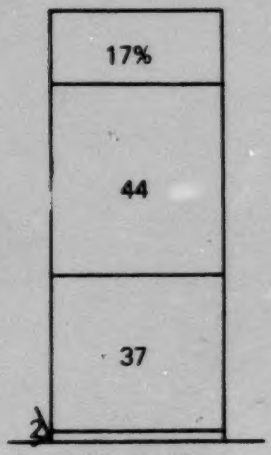
MOST FREQUENT DRINKING COMPANIONS



WHAT IS THE PEER DRINKING BEHAVIOR OF THE ARS–INVOLVED HIGH SCHOOL GROUP?

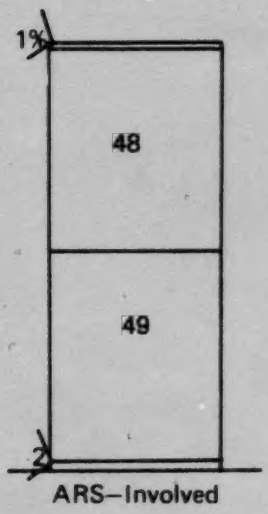
(Base: High School Sample)

DRINKING BEHAVIOR OF PEER GROUP



	ARS–Involved	Non–Involved
ALL OF CLOSEST FRIENDS DRINK	17%	7%
MOST OF THEM DRINK	44	13
SOME OF THEM DRINK	37	54
NONE OF THEM DRINK	2	26

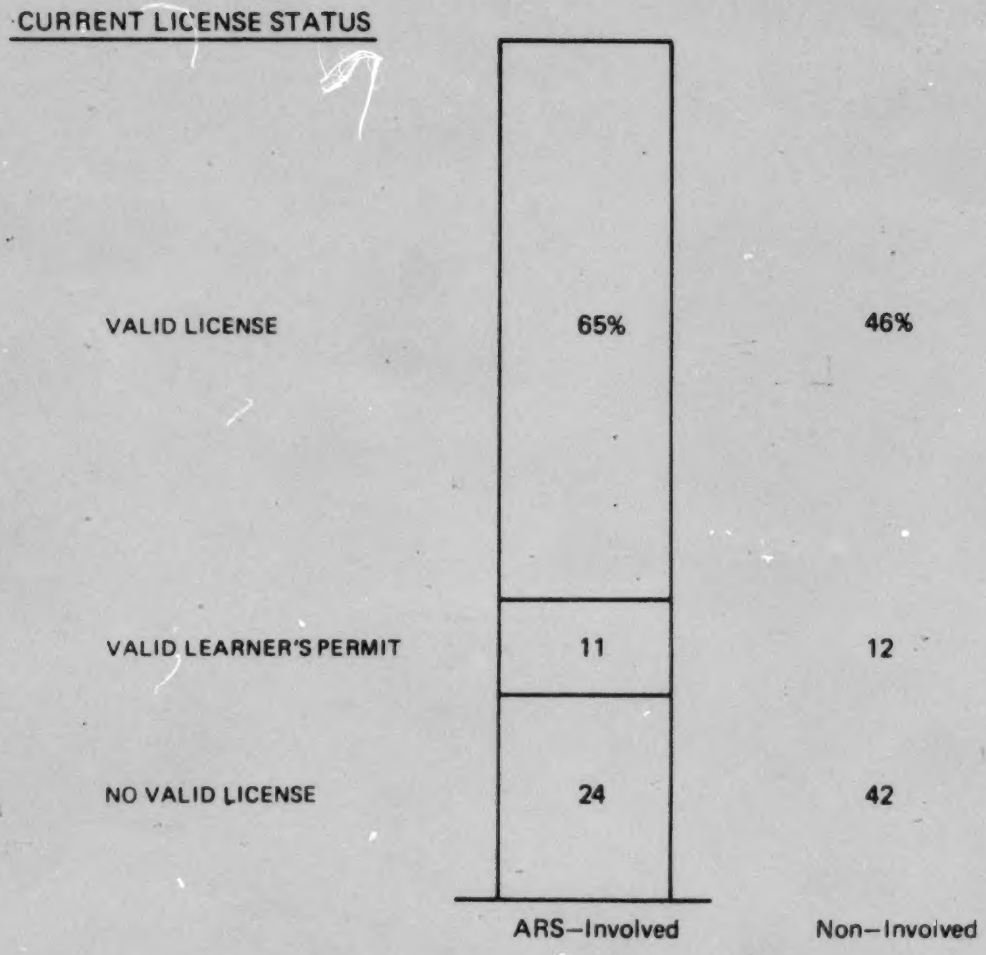
TYPE OF DRINKERS IN PEER GROUP



	ARS–Involved	Non–Involved
HEAVY DRINKERS	1%	0%
MODERATE DRINKERS	48	21
LIGHT DRINKERS	49	53
DON'T DRINK	2	26

WHAT PROPORTION OF THE ARS–INVOLVED HIGH SCHOOL STUDENTS HAVE A DRIVER'S LICENSE?

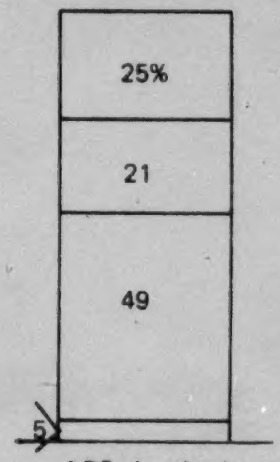
(Base: High School Sample)



WHAT IS THE CAR USE AND VIOLATION EXPERIENCE OF THE ARS–INVOLVED HIGH SCHOOL GROUP?

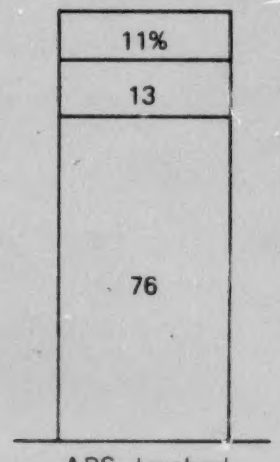
(Base: High School Sample Who Drive)

CAR RESPONDENT DRIVEN MOST FREQUENTLY



	ARS–Involved	Non–Involved
OWN	25%	31%
FAMILY'S ONLY CAR	21	17
FAMILY'S SECOND CAR	49	47
FRIEND/RELATIVE'S CAR	5	5

MOVING TRAFFIC VIOLATIONS



	ARS–Involved	Non–Involved
MORE THAN ONE	11%	9%
ONE	13	3
NONE	76	88

C. THE STRATEGIC PROBLEM

- Knowledgeability
- Willingness to act

– HIGHLIGHTS –

THE STRATEGIC PROBLEM

- ARS–Involved youth are knowledgeable about the major role of alcohol in traffic fatalities and the fact that problem drinkers cause more fatal accidents. Their levels of knowledgeability on these issues are very similar to the adult ARS–Involved group. They also agree in the abstract that a person who is drunk cannot compensate for it when he drives.

- They are aware of the penalties for selling to minors and the restrictions against youth possession of alcoholic beverages. They also tend to know someone who has been stopped for possession, but few have heard of any harsh consequences. In addition, this group is more aware than other youths of the penalties for DWI.

- The knowledgeability of ARS–Involved youth begins to break down with the concept of BAC. Although they have heard of the term and understand that it relates to blood alcohol content they do not know what levels make it illegal to drive in most states, nor how much alcohol, especially beer, it takes to reach those levels.

- A large proportion of ARS–Involved youth display the same misperceptions as adults do about the causes, "cures" and consequences of intoxication.
  - They believe a glass of wine and a can of beer to be less intoxicating than the average drink of liquor.
  - They think that mixing drinks is more intoxicating.
  - Even more than adults they tend to hold mistaken notions about what to do to sober up, believing that cold showers (70%) and black coffee (62%) are effective.
- ARS–Involved youth agree that a person doesn't have to stagger to be drunk, but they feel it is easy to recognize impairment in others. They know you get drunk faster under medication and on an empty stomach, and accept the fact that a small person gets drunk faster than a larger one.

- The belief that impairment is easily recognizable is borne out by the fact that almost two-thirds of ARS–Involved youth perceived themselves to have been in the potential DWI situation in the past year. This is strikingly contrasted to the less than 50% of ARS–Involved adults. On the other hand, among this high percent of perceivers only a little over half (58%) took some positive action in these situations as compared with three-quarters of the adults.

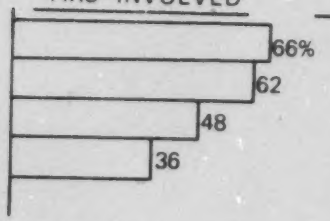
- ARS–Involved youth frequently have driven or have been a passenger where the driver was drinking heavily. Their lack of concern can be attributed to risk-taking personalities and their belief that death or serious injury is not a probable outcome from drunken teen driving. Also, they themselves don't feel they drive much worse when they are under the influence, with only 8% believing their ability was much worse when drunk.

WHAT ARE THE ALCOHOL ATTITUDES AND KNOWLEDGE OF THE ARS–INVOLVED HIGH SCHOOL GROUP THAT RELATE TO HIGHWAY SAFETY?

(Base: High School Sample)

–% RATING "STRONGLY" OR "SOMEWHAT" AGREE–

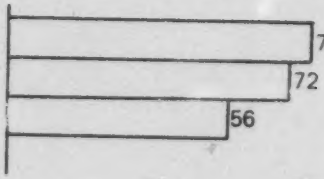
ALCOHOL/HIGHWAY SAFETY ATTITUDES



	COMPARED TO THE ARS–INVOLVED, THE NON–INVOLVED IS:
A PERSON WHO IS DRUNK CANNOT COMPENSATE FOR IT WHEN HE DRIVES	– 4% pts.
IN A FATAL DRUNK DRIVING ACCIDENT THE DRUNK IS USUALLY NOT THE ONE KILLED	± 0
PEOPLE SHOULD SUPPORT STRICT LAWS AGAINST DRUNK DRIVING EVEN IF IT MEANS HIGHER TAXES	+18
IT IS DANGEROUS TO DRIVE A CAR AFTER ONLY ONE OR TWO DRINKS	+10

–% RATING ANY AGREEMENT–

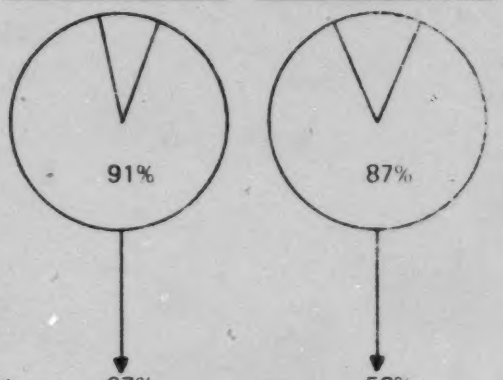
ALCOHOL/HIGHWAY SAFETY KNOWLEDGE



OUT OF EVERY TEN TRAFFIC DEATHS, FIVE ARE CAUSED BY DRINKING DRIVERS	+ 4
THE ONLY WAY TO TELL IF A PERSON IS LEGALLY DRUNK IS BY THE % OF ALCOHOL IN THE BLOOD	– 2
PROBLEM DRINKERS CAUSE MORE FATAL ACCIDENTS THAN SOCIAL DRINKERS	+ 6

DOES THE ARS–INVOLVED HIGH SCHOOL SAMPLE KNOW ABOUT PENALTIES FOR THE SALE OF ALCOHOLIC BEVERAGES TO PEOPLE UNDER THE LEGAL DRINKING AGE?

(Base: High School Sample)



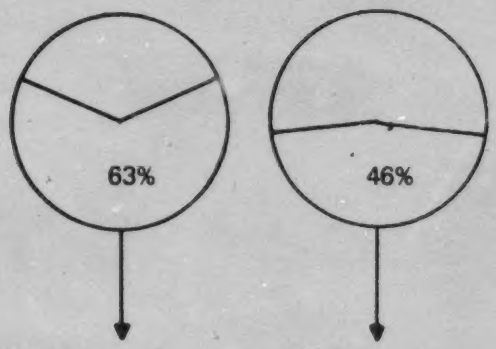
	ARS–INVOLVED	NON–INVOLVED
AWARE OF PENALTIES FOR SALE TO MINORS	91%	87%
PENALTIES (Major Verbatim Responses)		
TEMPORARY/PERMANENT LOSS OF LICENSE TO SELL	67%	52%
STORE/BAR/COMPANY FINED	39	36
OWNER CAN BE JAILED	14	23
STORE/BAR CAN BE CLOSED	7	6
DON'T KNOW	11	14

DOES THE ARS–INVOLVED HIGH SCHOOL GROUP HAVE KNOWLEDGE AND EXPERIENCE OF THE ALCOHOLIC BEVERAGE POSSESSION LAWS?

(Base: High School Sample)

AWARE THAT THERE ARE POSSESSION LAWS	ARS–INVOLVED	NON–INVOLVED
YES	73%	70%
NO	12	11
DON'T KNOW	15	19

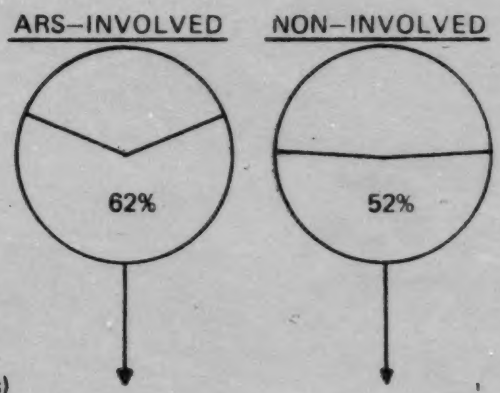
KNOW SOMEONE STOPPED BY THE POLICE FOR POSSESSION OF ALCOHOLIC BEVERAGES



CONSEQUENCES OF BEING STOPPED (Major Verbatim Responses)		
WARNED BY THE POLICE	29%	32%
POLICE CALLED PARENTS	19	19
FINED	15	17
ARRESTED BY POLICE	10	10
JAILED	6	7
NOTHING	11	7

DOES THE ARS–INVOLVED HIGH SCHOOL GROUP KNOW WHAT THE CONSEQUENCES ARE FOR CONVICTION OF DRIVING WHILE UNDER THE INFLUENCE?

(Base: High School Sample)



HAVE KNOWLEDGE OF LEGAL OR OTHER CONSEQUENCES OF DWI

CONSEQUENCES OF DWI (Major Verbatim Responses)	ARS–INVOLVED	NON–INVOLVED
LICENSE LOST/SUSPENDED/REVOKED	73%	72%
DRIVER IS FINED	58	50
JAIL SENTENCE	40	39
MARK ON LICENSE	14	9
SEVERE PENALTIES AFTER FIRST OFFENSE	11	12
PROBATION	7	10

WHAT BLOOD ALCOHOL CONCENTRATION MEANS?

(Base: High School Sample)

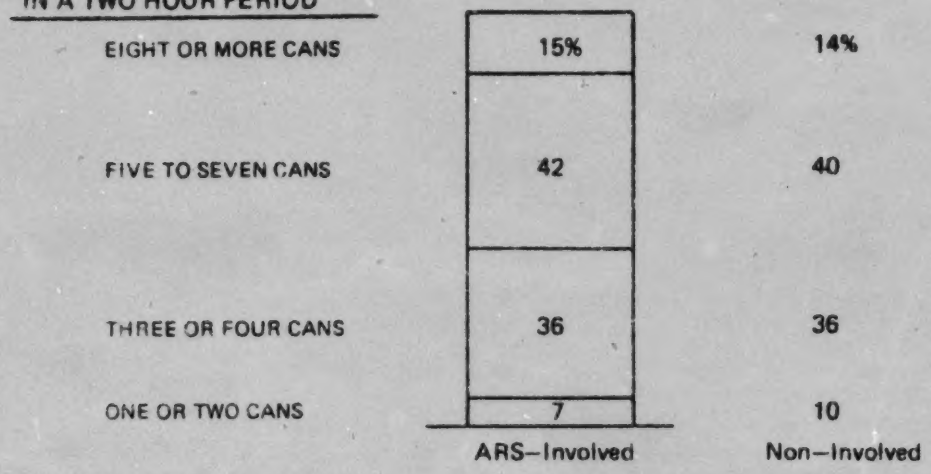
	ARS–INVOLVED	NON–INVOLVED
HAVE HEARD OF THE TERM "BAC"	81%	80%
MEANING OF THE TERM (Major Verbatim Responses)		
MENTIONS OF AMOUNT/QUANTITY/% OF ALCOHOL IN THE BLOOD	78%	74%
MENTIONS OF MEASURE OF INTOXICATION	21	18
OTHER	4	5
DON'T KNOW	1	3
DOES YOUR STATE HAVE A LAW BASED ON BAC?		
YES	64%	54%
NO	1	2
DON'T KNOW	16	25
WHAT IS THE MINIMUM LEVEL BAC IN YOUR STATE? (Base: "Yes" to above)		
ANY TRACE	4%	3%
.05%	28	27
.08%	20	21
.10%	21	22
.12%	10	13
.15%	13	5
.30%	1	–
DON'T KNOW	3	9

HOW MANY DRINKS DOES THE ARS–INVOLVED HIGH SCHOOL GROUP BELIEVE A TEENAGER CAN CONSUME AND REMAIN UNDER THE LEGAL BAC LIMIT?

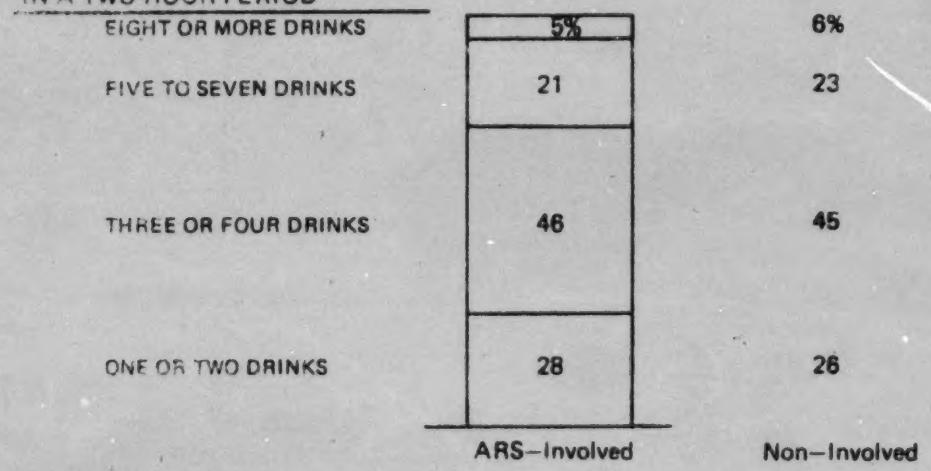
51

(Base: High School Sample)

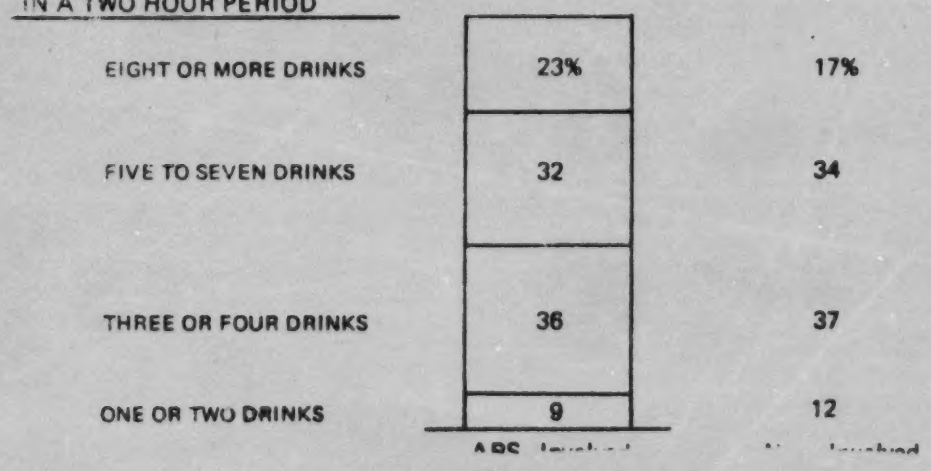
NUMBER OF CANS OF BEER IN A TWO HOUR PERIOD



NUMBER OF DRINKS OF LIQUOR IN A TWO HOUR PERIOD



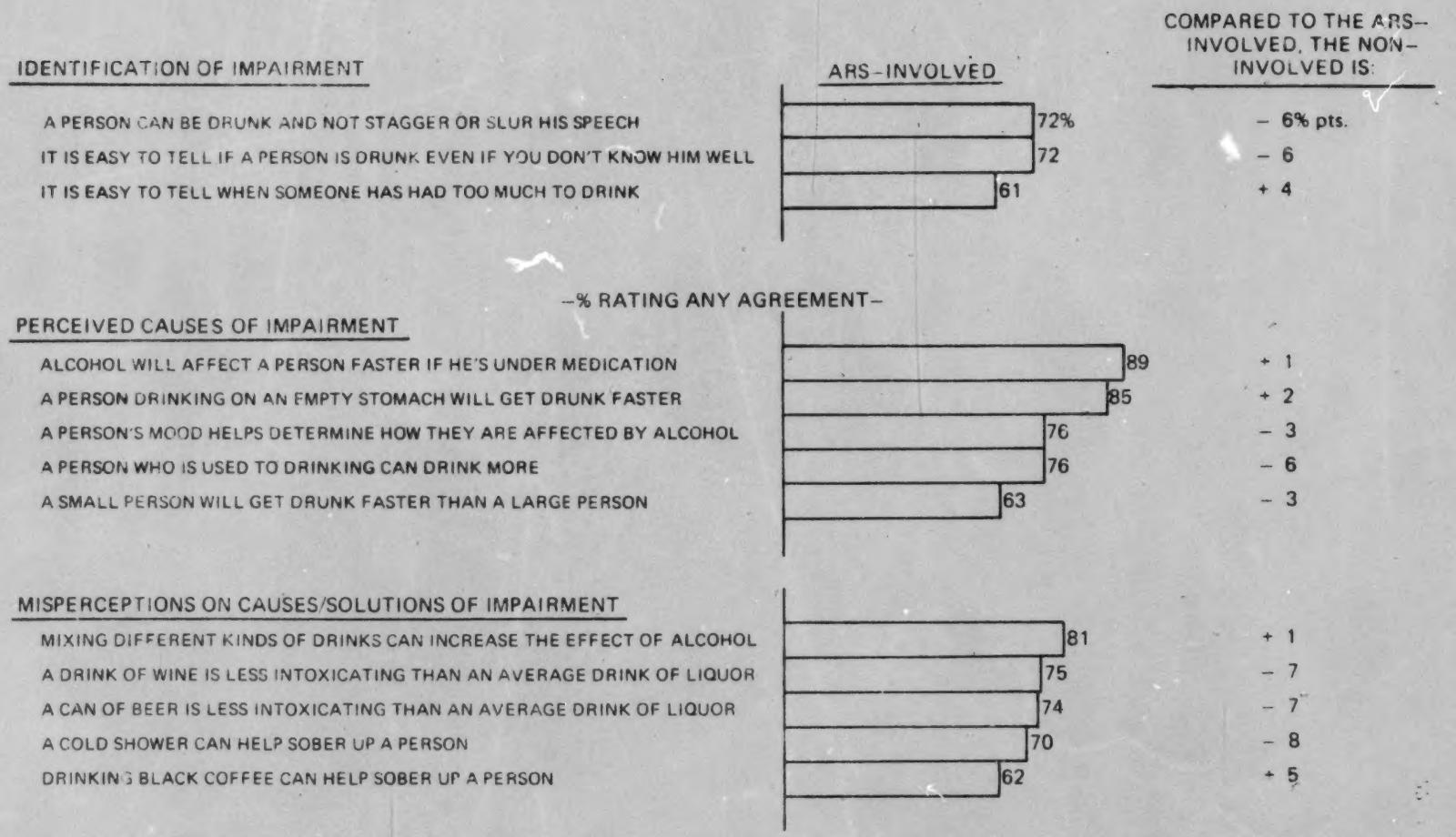
NUMBER OF DRINKS OF WINE IN A TWO HOUR PERIOD



WHAT ARE THE ALCOHOL ATTITUDES AND FACTS THAT RELATE TO THE ACTUAL EXPERIENCES OF THE ARS- INVOLVED HIGH SCHOOL GROUP?

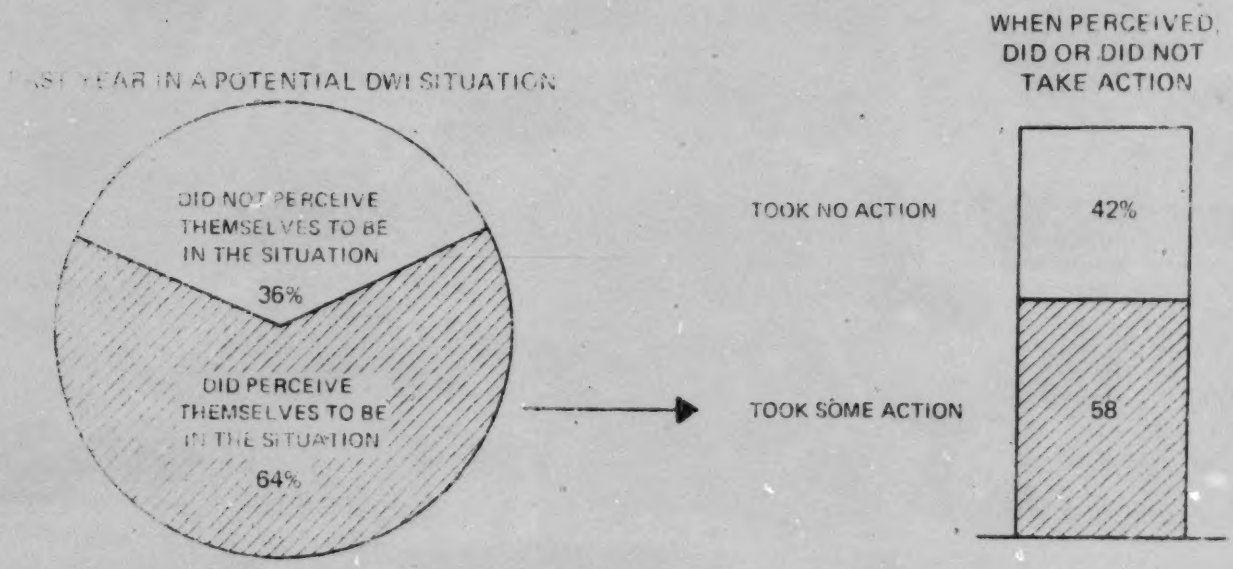
(Base: High School Sample)

–% RATING "STRONGLY" OR "SOMEWHAT" AGREE–


IDENTIFICATION OF IMPAIRMENT
ARS–INVOLVED
COMPARED TO THE ARS–INVOLVED, THE NON–INVOLVED IS:
A PERSON CAN BE DRUNK AND NOT STAGGER OR SLUR HIS SPEECH
72%
– 6% pts.
IT IS EASY TO TELL IF A PERSON IS DRUNK EVEN IF YOU DON'T KNOW HIM WELL
72
– 6
IT IS EASY TO TELL WHEN SOMEONE HAS HAD TOO MUCH TO DRINK
61
+ 4
–% RATING ANY AGREEMENT–
PERCEIVED CAUSES OF IMPAIRMENT
ALCOHOL WILL AFFECT A PERSON FASTER IF HE'S UNDER MEDICATION
89
+ 1
A PERSON DRINKING ON AN EMPTY STOMACH WILL GET DRUNK FASTER
85
+ 2
A PERSON'S MOOD HELPS DETERMINE HOW THEY ARE AFFECTED BY ALCOHOL
76
– 3
A PERSON WHO IS USED TO DRINKING CAN DRINK MORE
76
– 6
A SMALL PERSON WILL GET DRUNK FASTER THAN A LARGE PERSON
63
– 3
MISPERCEPTIONS ON CAUSES/SOLUTIONS OF IMPAIRMENT
MIXING DIFFERENT KINDS OF DRINKS CAN INCREASE THE EFFECT OF ALCOHOL
81
+ 1
A DRINK OF WINE IS LESS INTOXICATING THAN AN AVERAGE DRINK OF LIQUOR
75
– 7
A CAN OF BEER IS LESS INTOXICATING THAN AN AVERAGE DRINK OF LIQUOR
74
– 7
A COLD SHOWER CAN HELP SOBER UP A PERSON
70
– 8
DRINKING BLACK COFFEE CAN HELP SOBER UP A PERSON
62
+ 5

WHAT PROPORTION OF THE ARS–INVOLVED HIGH SCHOOL GROUP WAS IN THE ACTUAL SITUATION WHERE THEY PERCEIVED A POTENTIAL DWI DRIVER?

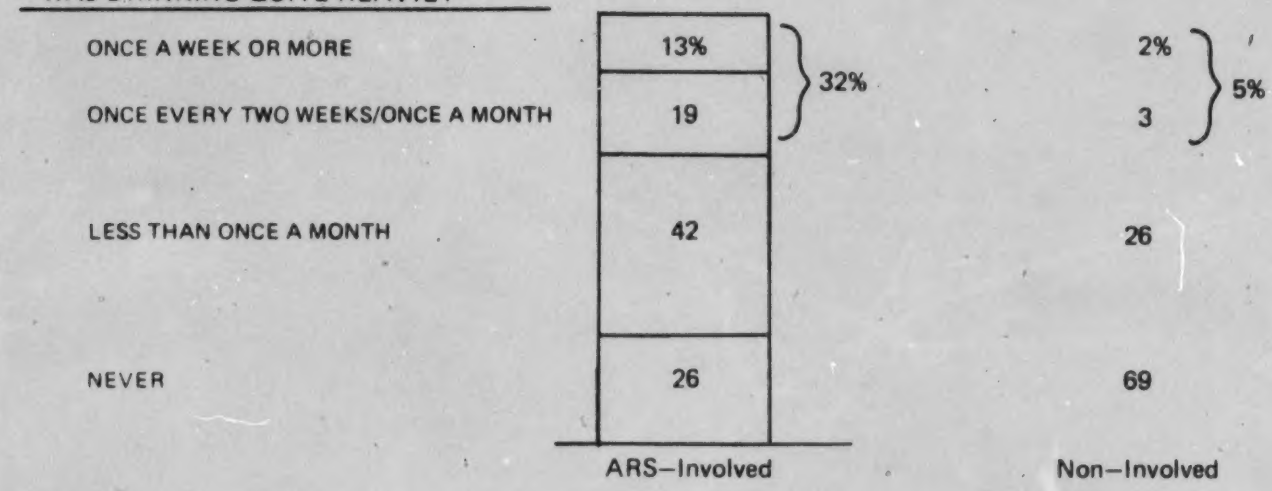
(Base: ARS–Involved High School Sample)


LAST YEAR IN A POTENTIAL DWI SITUATION
DID NOT PERCEIVE THEMSELVES TO BE IN THE SITUATION
36%
DID PERCEIVE THEMSELVES TO BE IN THE SITUATION
64%
WHEN PERCEIVED, DID OR DID NOT TAKE ACTION
TOOK NO ACTION
42%
TOOK SOME ACTION
58

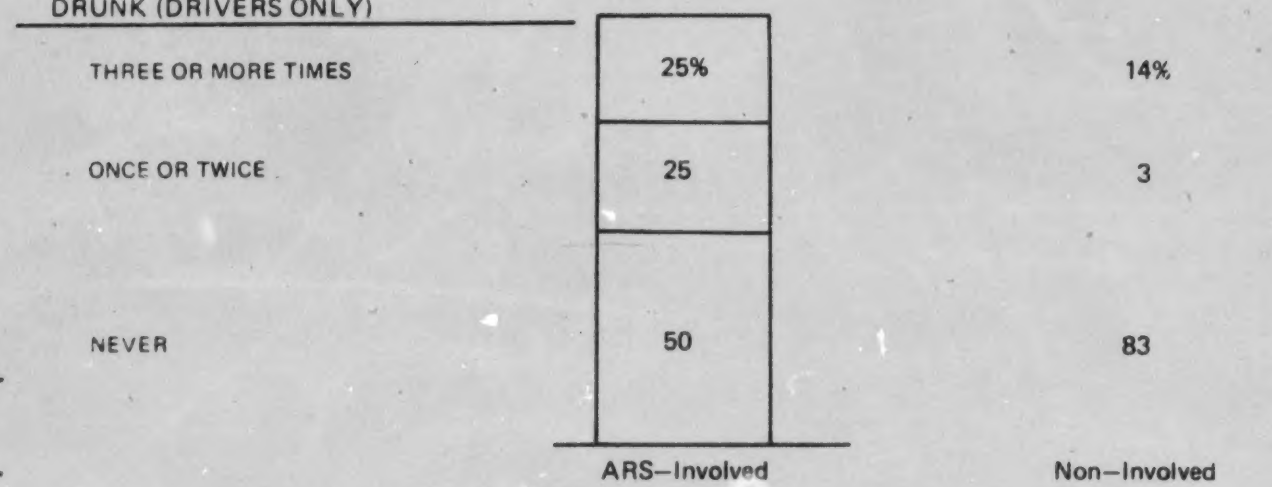
WHAT IS THE ALCOHOL/DRIVING EXPERIENCE OF THE ARS–INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

FREQUENCY, IN A CAR WHERE DRIVER WAS DRINKING QUITE HEAVILY



NUMBER OF TIMES RESPONDENT DROVE DRUNK (DRIVERS ONLY)

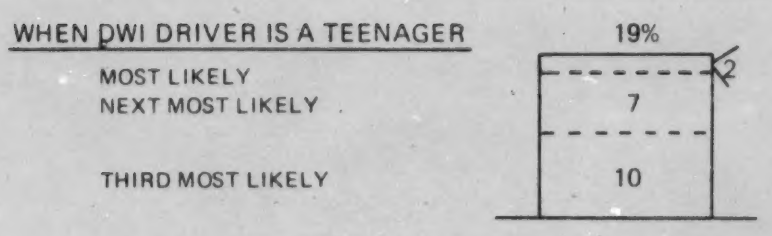


HOW DOES THE ARS–INVOLVED HIGH SCHOOL GROUP SEE THE POSSIBILITY OF THE "DEATH/MAIM" OUTCOME?

(Base: ARS–Involved High School Sample)

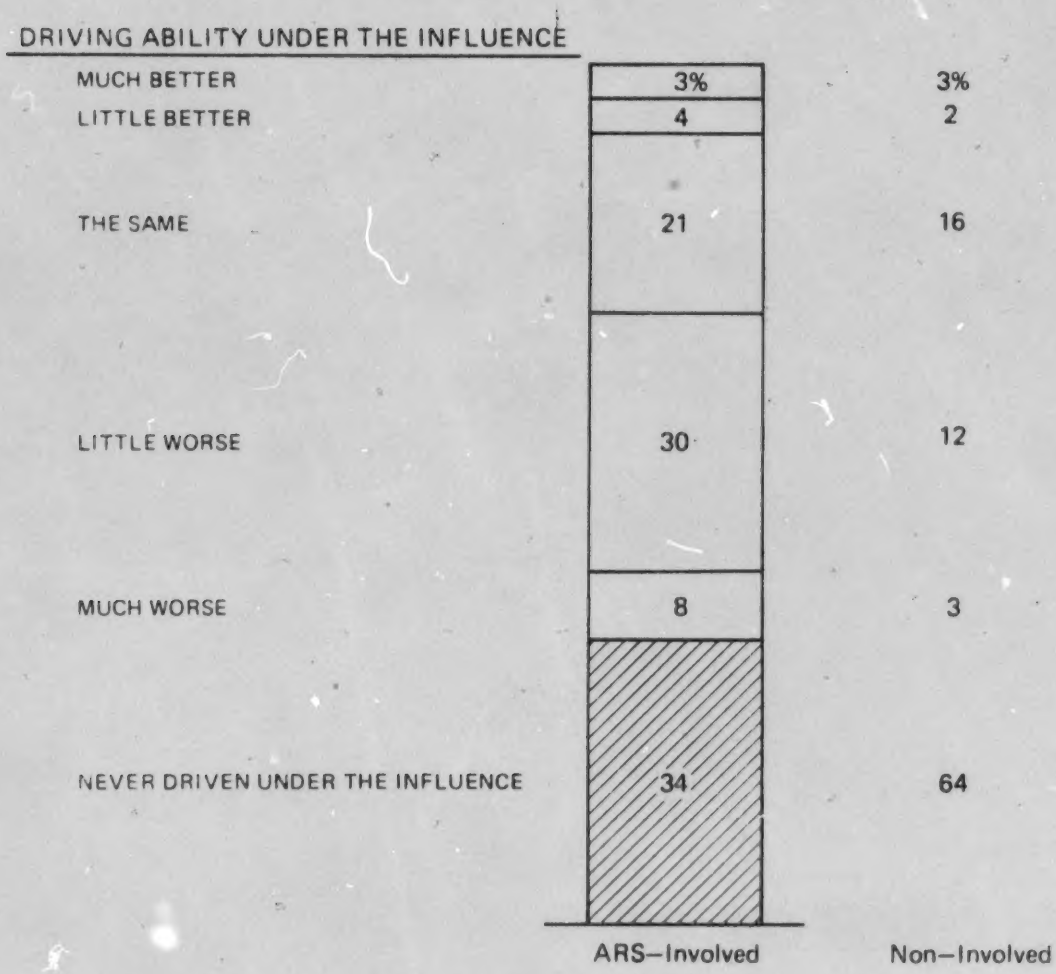
ARS–INVOLVED YOUTH PERCEPTION OF "DEATH/MAIM" OUTCOME LIKELIHOOD

WHEN DWI DRIVER IS A TEENAGER



HOW DOES THE ARS–INVOLVED HIGH SCHOOL GROUP RATE THEIR DRIVING ABILITY UNDER THE INFLUENCE OF ALCOHOL?

(Base: High School Sample Who Drive)



D. COUNTERMEASURE POTENTIAL

– HIGHLIGHTS –

COUNTERMEASURE POTENTIAL

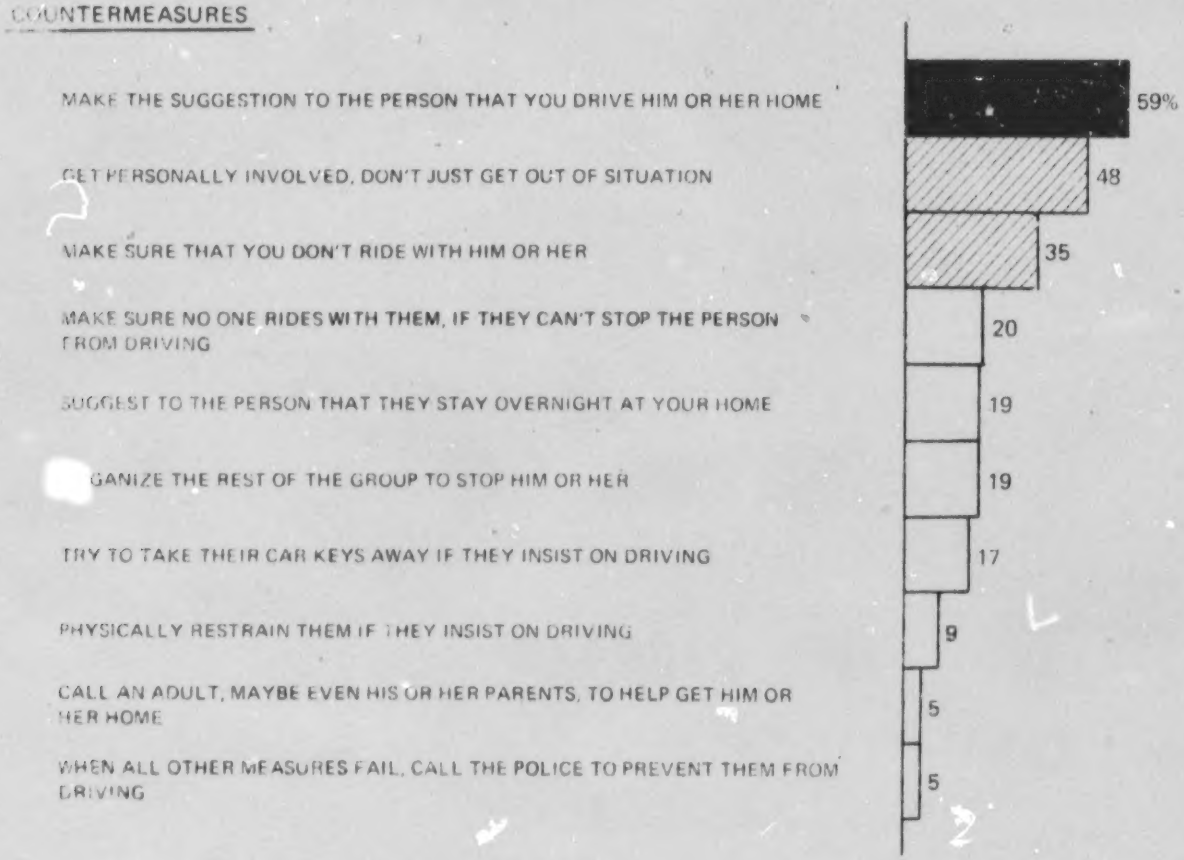
- Although they are generally less willing to take countermeasures than adults, ARS–Involved youth respond to the hypothetical situation where there is a need for action by expressing an underlying willingness to act, saying they would not just get out of the situation but would become involved.
- The specific countermeasures with the highest potential are the offer to drive the person home, and making sure no one rides with the drunk person.
- When in a group that frequently drinks and drives, the ARS–Involved expresses a strong likelihood to help limit the driver's drinking. Additional potential seems to exist for group action in making sure the heavy drinkers don't drive and that the problem is treated seriously.
- Seeking assistance from adults, either parents or police, does not present a viable alternative for countermeasure action.

WHAT COUNTERMEASURES OFFER POTENTIAL WHEN THE POSSIBLE DWI IS A PEER OF ARS-INVOLVED HIGH SCHOOL GROUP?

(Base: ARS-Involved High School Sample)

– % RATING "EXTREMELY" LIKELY TO DO –

50%+ = High Potential Countermeasures
25–49% = Moderate Potential Countermeasures
Under 25% = Low Potential Countermeasures


COUNTERMEASURES
MAKE THE SUGGESTION TO THE PERSON THAT YOU DRIVE HIM OR HER HOME
59%
GET PERSONALLY INVOLVED, DON'T JUST GET OUT OF SITUATION
48
MAKE SURE THAT YOU DON'T RIDE WITH HIM OR HER
35
MAKE SURE NO ONE RIDES WITH THEM, IF THEY CAN'T STOP THE PERSON FROM DRIVING
20
SUGGEST TO THE PERSON THAT THEY STAY OVERNIGHT AT YOUR HOME
19
ORGANIZE THE REST OF THE GROUP TO STOP HIM OR HER
19
TRY TO TAKE THEIR CAR KEYS AWAY IF THEY INSIST ON DRIVING
17
PHYSICALLY RESTRAIN THEM IF THEY INSIST ON DRIVING
9
CALL AN ADULT, MAYBE EVEN HIS OR HER PARENTS, TO HELP GET HIM OR HER HOME
5
WHEN ALL OTHER MEASURES FAIL, CALL THE POLICE TO PREVENT THEM FROM DRIVING
5

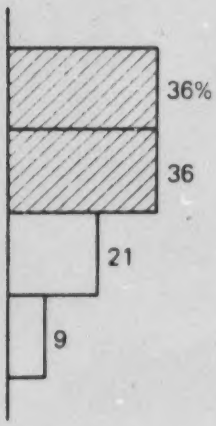
ARE THERE PEER GROUP COUNTERMEASURES THAT MIGHT OFFER POTENTIAL?

(Base: ARS—Involved High School Sample)

– % RATING "EXTREMELY" LIKELY TO DO –

50%+= High Potential Countermeasures
25–49% = Moderate Potential Countermeasures
Under 25% = Low Potential Countermeasures

COUNTERMEASURES



HELP THE PERSON WHO IS DRIVING TO LIMIT HIS OR HER DRINKING

GET THE GROUP TO CARE FOR HEAVY DRINKERS, PARTICULARLY TO SEE THAT THEY DON'T DRIVE

BRING TO THE ATTENTION OF THE GROUP THE SERIOUSNESS OF DRINKING AND DRIVING

EXCLUDE PERSONS FROM THE GROUP WHO FREQUENTLY DRINK TOO HEAVILY AND DRIVE

Section IV

KEY FINDINGS AND IMPLICATIONS

KEY FINDINGS

1. There is an alarming number of drinking and driving occasions which occur among a large, mainstream group of youth. Half of the total high school youth account for 98% of all the unsupervised alcohol related (ARS) social occasions. These ARS-Involved youth report drinking approximately as often and as much as the ARS adults. In addition, one-third of them admit to being in a car where the driver had been drinking heavily at least once a month.

2. Not only is teenage drinking and driving a major problem but it represents a difficult condition to overcome since ARS–Involved youth display many of the same misconceptions as adults about the causes, "cures" and consequences of intoxication. In addition, ARS–Involved youth have impulsive, risk-taking personalities and are less concerned with the danger of driving when intoxicated. Finally, these youths appear most concerned with conforming to peer group norms, and it appears that prevention of drunk driving is considered not the "accepted thing to do".

3. Although the current group environment for taking countermeasure action is not highly favorable, there are indications of an underlying willingness on the part of individuals to become personally involved on behalf of friends. This willingness of the ARS–Involved youth to become personally involved with their friends represents an opportunity for action if the direction of group pressure could be changed from negative to a point where it becomes acceptable to take countermeasure action.

IMPLICATIONS

1. WHAT ELEMENTS SHOULD NHTSA'S OVERALL YOUTH PROGRAM COMPRISE?

Because the scope and nature of the problem is so great, NHTSA's youth program for the prevention of teen drunk driving should incorporate an integrated, two-level approach:

- Communications and programs directed at youth.
  - The ARS–Involved themselves
  - Their peer influentials
- Communications and programs directed at the relevant publics which surround the ARS–Involved youth and act as youth influentials.
  - Parents
  - Schools
  - Community groups
  - Law enforcement groups

2. WHAT SHOULD THE OBJECTIVES BE FOR PROGRAMS DIRECTED AT YOUTH?

NHTSA's program objectives should be three–fold:

- To **correct current teen misconceptions** about their drinking and driving
  - That a teen can compensate for it when he's drunk and driving
  - That a can of beer is less potent than a drink of liquor
  - That the way to sober up is black coffee or a shower
- To imply that it is **acceptable peer group behavior** to give and accept aid when one is impaired, and
- To **persuade youth to take relevant countermeasure actions**
  - Get personally involved
  - Offer to drive a friend home

3. WHAT SHOULD NHTSA'S OBJECTIVES BE FOR THE OTHER RELEVANT PUBLICS?

A. **Parents**

The objectives for programs directed at parents of teens should be to create an awareness of the magnitude and seriousness of the problem, to encourage parents to help educate their teens to the facts and potential danger of the situation, and to support the desired teen countermeasure actions.

B. **Schools**

The objectives of the NHTSA's communications directed at high schools are the creation of special programs to help counter teen drunk driving and to gain support for teen peer group action against drunk driving.

C. **Community Groups**

Here we have two basic objectives: (1) to make them aware of the problem and (2) to persuade them to support the efforts against it.

D. **Law Enforcement Agencies**

The objectives here involve heightening their awareness of the growing problem of teen DWI, and the need to deal with it in a serious manner.

4. WHAT SHOULD BE THE STRATEGY FOR HIGH SCHOOL YOUTH COMMUNICATIONS?

The strategy for high school youth communications should encompass the following elements:

OBJECTIVES

- Correct teens' misconceptions about their drinking and driving.
- Imply that it is acceptable peer group behavior to give and accept aid when one is impaired.
- Persuade youth to take relevant countermeasure action.

TARGET

- ARS–INVOLVED HIGH SCHOOL YOUTH – a large segment of the high school population drawn from all ages, classes and types of students. This group is highly differentiated from other teens by their frequent and heavy unsupervised drinking of alcoholic beverages. These are impulsive, risk–taking youths who are very social and group–oriented.

MOTIVATING FACTORS

- Peer Acceptability – It is acceptable in teen peer groups to get involved to prevent each other from driving when drunk.
- Outcome – When a teen is drunk he can't compensate for it when he drives and is likely to kill or maim himself or an innocent person.

MOST LIKELY ACTION

- Get personally involved
- Offer to drive a friend home

FOCUS OF ACTION

- Any teen friend who has had too much to drink.

SETTING

- Groups of teens, male and female, in unsupervised social situations.

TONALITY

- Personally and emotionally involving (as opposed to abstract or intellectual), liberal and non–authoritarian, recognizing the teens' positive orientation toward risk–taking. Should also recognize their desire to have fun within a group environment and peer acceptance.

APPENDIX

- Technical Appendix
- Questionnaire

TECHNICAL APPENDIX

A. Schematic Flow Chart of Study Operations

B. Sample Design and Field Procedures

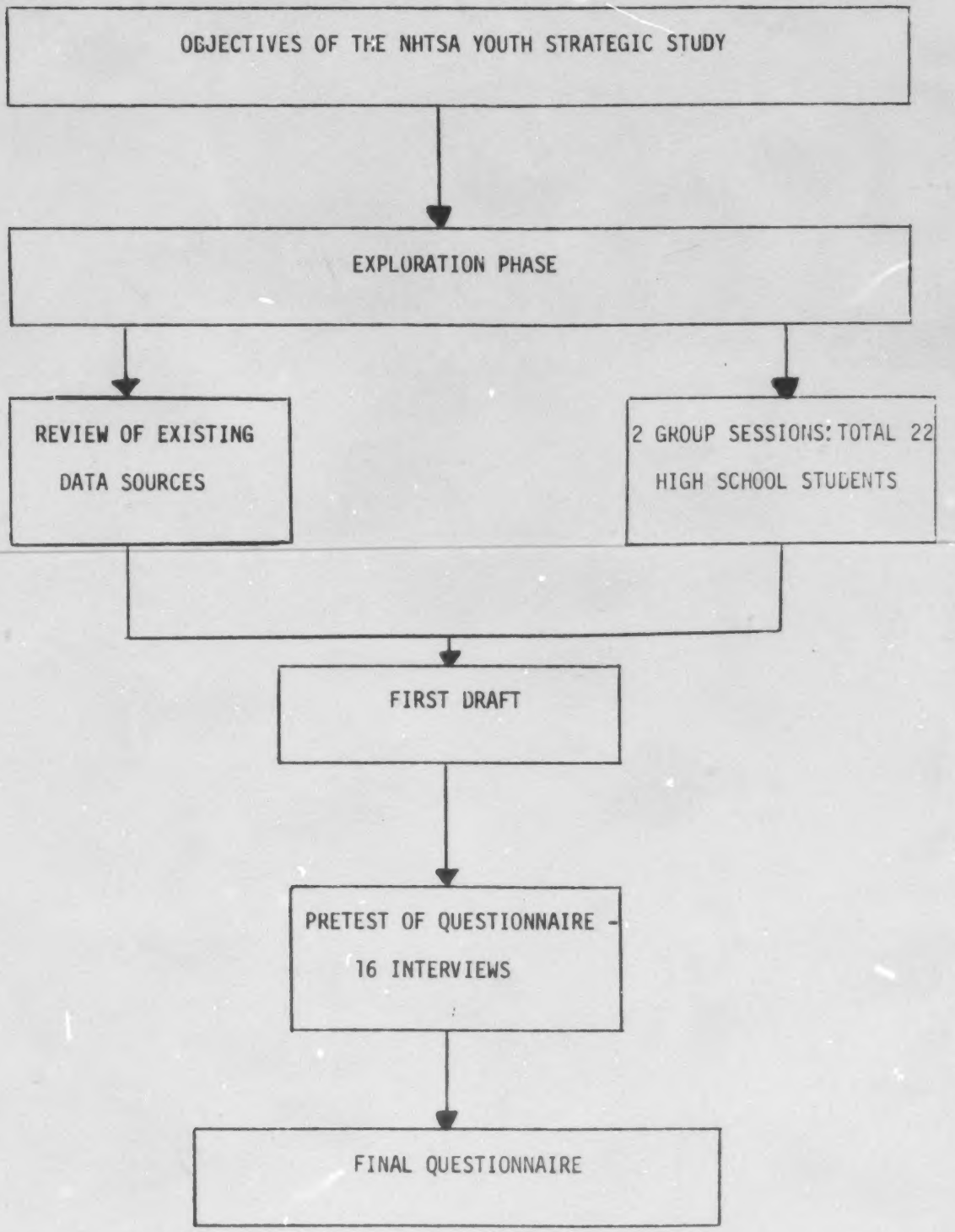
C. Sample Tolerances

D. Development of Personality Scores

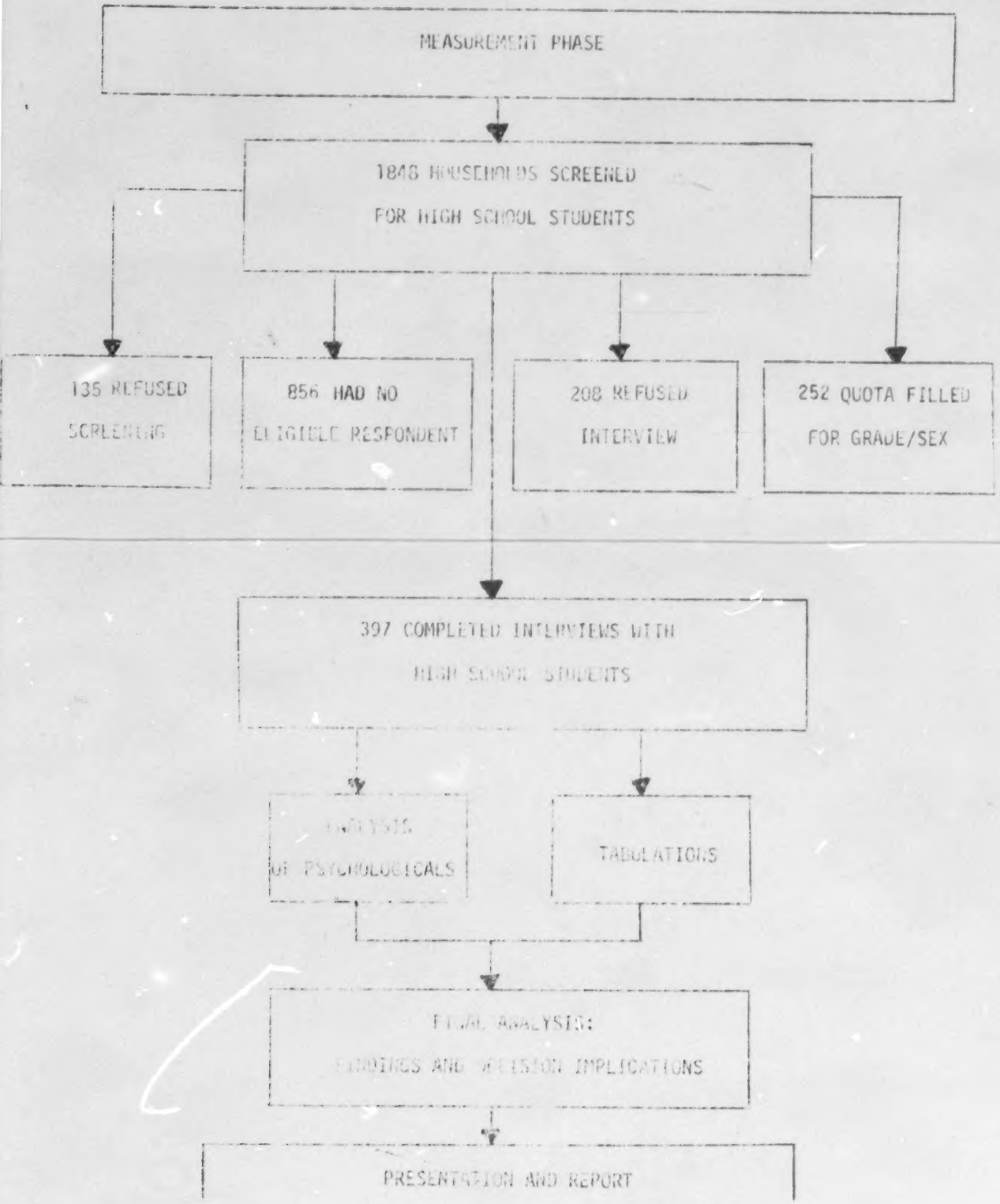
E. Bibliography

APPENDIX A

SCHEMATIC FLOW CHART OF STUDY OPERATIONS


OBJECTIVES OF THE NHTSA YOUTH STRATEGIC STUDY
EXPLORATION PHASE
REVIEW OF EXISTING DATA SOURCES
2 GROUP SESSIONS: TOTAL 22 HIGH SCHOOL STUDENTS
FIRST DRAFT
PRETEST OF QUESTIONNAIRE - 16 INTERVIEWS
FINAL QUESTIONNAIRE

SCHEMATIC FLOW CHART OF STUDY OPERATIONS (CONT'D)



APPENDIX B

SAMPLE DESIGN AND FIELD PROCEDURES

In order to meet the research objectives of the NHTSA Youth Study it was necessary to include questions on subjects which were both personal and sensitive in nature. Therefore, a method of interviewing would be required which would insure both truthfulness and freedom of expression - free from either inhibitions or the temptations to boast.

After an examination of previous research done among high school students on the subject of alcohol, several important decisions were made concerning the location and nature of the youth interviews to be conducted for this study.

- The interviewing would be conducted in central locations away from home and school influences.
- All personal behavioral data was collected in a self-administered answer booklet and never seen by the interviewer.
- No person other than a single interviewer was ever present during the questioning.

This procedure was pretested in the Boston area prior to the full study with each of the young people being "de-briefed" after the interview to check on the validity of their responses. We found the technique to be both an acceptable and accurate means of collecting the desired data.

As a result of the decision to use central location interviewing, a sample other than the in-home probability procedure had to be used.

SAMPLE DESIGN AND FIELD PROCEDURES (CONT'D)

Method

Twenty-five areas representative of the national picture were selected from the Grey probability sample to give adequate geographical distribution and reflect the metropolitan and non-metropolitan composition of the country.

The 25 central location areas chosen to give adequate geographic representation were:

Boston, Mass.
Philadelphia, Pa.
Rochester, N.Y.
Ocean County, N.J.
Suffolk County, N.Y.
Crawford County, Pa.
Chicago, Ill.
Detroit, Mich.
Battle Creek, Mich.
Whitley County, Ind.
Allegan County, Mich.
St. Louis, Mo.
Waterloo, Ia.
Baltimore, Md.
Charlotte, N.C.
Norfolk, Va.
Montgomery County, Va.
Louisville, Ky.
Bullock County, Ala.
Fort Worth, Tex.
Lynn County, Tex.
Ogden, Utah
Los Angeles, Calif.
Portland, Ore.
Eugene, Ore.

From these locations, 1848 households were randomly contacted for the presence of a high school student willing to participate in a study on "general social issues." In addition,an eligibility quota based on sex and grade in school was placed on each area. The results of this screening were:

Households contacted	1848
Refused screening	135
No eligible respondent	856
Student, parent refused interview	208
Quota for grade, sex filled	252
Eligible respondent interviewed	397

The resulting sample:

	TOTAL	MALE	FEMALE
HIGH SCHOOL			
Freshmen	96	48	48
Sophomores	101	51	50
Juniors	100	48	52
Seniors	100	50	50
	397	197	200

This sample, though not a strict probability selection, is representative of the U.S. high school population in their drinking/driving attitudes and behavior. Although it is not possible to make absolute projections of the data we feel the proportions reflected in this study fairly reflect those of the total U.S. high school population and the conclusions drawn therefrom are reasonable and accurate. Any loss of precision in sampling has more than been compensated for in the truthfulness of the response.

APPENDIX C

SAMPLE TOLERANCES

(95% CONFIDENCE INTERVALS FOR NHTSA YOUTH STUDY)

Approximate Reported Percentage	MAXIMUM VARIATION (+ or -) Total Sample	ARS-Involved	Non-Involved
Base =	(397)	(199)	(198)
90%	3.0	4.2	4.2
80%	4.0	5.5	5.5
70%	4.5	6.5	6.5
60%	5.0	6.9	6.9
50%	5.3	7.0	7.0
40%	5.0	6.9	6.9
30%	4.5	6.5	6.5
20%	4.0	5.5	5.5
10%	3.0	4.2	4.2

Note: To estimate whether or not the difference between two percentages from different bases is significant, add and subtract the indicated variance from each. If the resulting ranges intersect (overlap) the difference is probably not significant (19 chances out of 20), if they do not intersect the difference is probably significant.

Example 1 The percent of ARS-Involved who rate their current grades as "Very Good" is 24%. Among the Non-Involved this percent is 28%. The calculation is done as follows:

$$24\% \pm 5.5 = 18.5\% - 29.5\%$$
$$28\% \pm 6.5 = 21.5\% - 34.5\%$$

The two ranges do not overlap, therefore the difference is probably significant.

Example 2 61% of the ARS-Involved are male. The figure for Non-Involved is 38%.

$$61\% \pm 6.9 = 54.1\% - 67.9\%$$
$$38\% \pm 6.9 = 31.1\% - 44.9\%$$

The ranges do overlap, the difference is not significant.

APPENDIX D

DEVELOPMENT OF PERSONALITY SCORES

The procedure for the analysis of the psychological data was carried out in the following three steps, which are discussed in detail below:

- Computation of factor scores.
- Assignment of respondents into high, medium and low factor score groups.
- Computation of differences between the segments.

1. Computation of factor scores:

The first step is to assign a weight to each point within the rating scale. Because a 4-point rating scale was used in this study, a weight from one to four was given to each statement depending on how it was rated; a weight of 4 for top-box, a weight of 3 for the second box, a weight of 2 for the third box, and a weight of 1 for the bottom box.

Next, the scores for each statement within a factor were added up in order to obtain a score for each psychological factor. Thus, if a factor had two statements, the score for the factor ranged from a minimum of 2 to a maximum of 8.

DEVELOPMENT OF PERSONALITY SCORES (CONT'D)

2. Assignment of respondents into high, medium and low factor score groups:

Based on the percent of respondents who scored 8, 7, 6, 5, 4, 3, 2, for a given factor (which totals to 100% for each factor), each factor is then divided, as evenly as possible, into 3 equal groups of thirds. See an example below:

FACTOR NO. 8	TOTAL SAMPLE 100%	
Scores: 8	17)	35% HIGH
7	18)	
6	34)	34% MEDIUM
5	19)	31% LOW
4	7)	
3	3)	
2	2)	

The group that includes the highest scores 8, 7, etc. is designated the "high" group, the group with the lowest scores 4, 3, 2, etc. becomes the "low" group, etc.

DEVELOPMENT OF PERSONALITY SCORES (CONT'D)

3. Computation of differences between the segments:

The high, medium and low divisions for each factor is then carried over in a cross-tab for each segment vs. the balance.

The final operations are a difference computation. First, for each factor the percent in the low group is subtracted from the percent in the high group for each segment and balance score. This yields the factor score for the segment and balance. Secondly, the factor score for the balance is subtracted from the segment score to yield the profile score. For example.

	SEGMENT A	BALANCE	
FACTOR NO. 1			
High	30%	35%	
Medium	35%	40%	
Low	35%	25%	
FACTOR SCORES	-5	+10	
	-5 (-)	+10= -15%PTS	PROFILE SCORE

The profile scores are then charted in rank order from the highest positive to the highest negative.

APPENDIX E

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NATIONAL RESEARCH FOUNDATION FOR BUSINESS STATISTICS, INC.
708 THIRD AVENUE NEW YORK, N.Y. 10017
(212) 661-2703, 2226,
2227, 2228

START 79-0
80-1

JUNE, 1974 JOB # 10300BR606

TIME INTERVIEW STARTED _____ PSU # _____ 5-7

TIME INTERVIEW ENDED _____ CLUSTER # _____ 8-9

RESPONDENT'S NAME _____ AREA CODE _____ PHONE _____

ADDRESS _____ CITY/STATE _____ ZIP _____

INTERVIEWER'S NAME _____ DATE _____

SOCIAL SURVEY

HIGH SCHOOL and COLLEGE SCREENER

INTERVIEWER: KNOW YOUR QUOTA NEEDS BEFORE CALLING HOUSEHOLD. IF YOU NEED A COLLEGE STUDENT, START WITH Q.1 AFTER YOUR INTRODUCTION.
IF YOU NEED A HIGH SCHOOL STUDENT, AFTER INTRODUCTION SKIP Q.1 AND START WITH Q.2.
IF YOU NEED BOTH, START FIRST TO LOOK FOR A COLLEGE STUDENT - Q.1.

Hello, I'm _____ of the National Research Foundation for Business Statistics. We are conducting a survey in your area on current social issues facing our nation.

1a. Do you have any males/females (ACCORDING TO QUOTA NEED) currently living in your household who were full-time college students during this current year? By full-time I mean took 12 or more hours during this last semester.

Yes.....[ ]10-1 → ASK Q.1b
No.....[ ] -2 → SKIP TO Q.2

1b. Could I have the name or names of those males/females who were in college full time this year? (RECORD NAMES AND SEX IN COL. 1b.)

1c. FOR EACH NAME ASK: What was the grade that (NAME) completed at the end of last semester? (RECORD IN COLUMN 1c.)

	COL. 1b COLLEGE STUDENT NAMES	SEX MALE	SEX FEMALE	COL. 1c GRADE COMPLETED LAST SEMESTER FRESHMAN	SOPH.	JUNIOR	SENIOR	POST GRAD YEAR
11-1	_____	[ ]12-1.	[ ] -2...	[ ]16-1..	[ ] -2.	[ ] -3..	[ ] -4..	[ ] -5
-2	_____	[ ]13-1.	[ ] -2...	[ ]17-1..	[ ] -2.	[ ] -3..	[ ] -4..	[ ] -5
-3	_____	[ ]14-1.	[ ] -2...	[ ]18-1..	[ ] -2.	[ ] -3..	[ ] -4..	[ ] -5
-4	_____	[ ]15-1.	[ ] -2...	[ ]19-1..	[ ] -2.	[ ] -3..	[ ] -4..	[ ] -5

INTERVIEWER: YOU NOW HAVE ENOUGH INFORMATION TO IDENTIFY WHETHER OR NOT YOU HAVE A COLLEGE STUDENT WHO MEETS YOUR QUOTA NEED. IF YOU DO HAVE AN ELIGIBLE RESPONDENT ASK TO SPEAK TO THEM:

. ONCE YOU HAVE THE ELIGIBLE RESPONDENT, RE-INTRODUCE YOURSELF AND GO TO Q.3.

. IF THE ELIGIBLE RESPONDENT IS NOT IMMEDIATELY AVAILABLE, MAKE AN APPOINTMENT FOR A CALLBACK WHEN THEY CAN BE REACHED.

DAY _____ TIME _____

IF YOU DON'T HAVE AN ELIGIBLE COLLEGE STUDENT THAT FITS YOUR QUOTA NEED:

. IF YOU NEED A HIGH SCHOOL STUDENT GO TO Q.2.

. IF YOU DON'T NEED A HIGH SCHOOL STUDENT, TERMINATE AND RECORD IN APPROPRIATE COLUMN ON CONTACT SHEET.

IF THERE IS MORE THAN ONE ELIGIBLE COLLEGE STUDENT THAT MEETS YOUR QUOTA NEED -- TAKE THE FIRST ONE AVAILABLE.

2a. Do you have any males/females (ACCORDING TO QUOTA NEED) who were in high school during this current year?

Yes.....[ ]20-1 ——→ASK Q.2b
No.....[ ] -2 ——→TERMINATE

2b. Could I have the name or names of those males/females who were in high school this year? (RECORD NAME AND SEX IN COL. 2b.)

2c. FOR EACH NAME ASK: What was the grade that ___(NAME)___ completed at the end of this last semester? (RECORD IN COL. 2c.)

	COL. 2b HIGH SCHOOL STUDENT NAMES	SEX		COL. 2c GRADE COMPLETED THIS YEAR			
		MALE	FEMALE	9th	10th	11th	12th
21-1	_____	[ ]22-1.	[ ] -2.....	[ ]26-1...	[ ] -2...	[ ] -3...	[ ] -4
-2	_____	[ ]23-1.	[ ] -2.....	[ ]27-1...	[ ] -2...	[ ] -3...	[ ] -4
-3	_____	[ ]24-1.	[ ] -2.....	[ ]28-1...	[ ] -2...	[ ] -3...	[ ] -4
-4	_____	[ ]25-1.	[ ] -2.....	[ ]29-1...	[ ] -2...	[ ] -3...	[ ] -4

INTERVIEWER: FOLLOW SAME INSTRUCTIONS FOR HIGH SCHOOL STUDENT AS ABOVE UNDER COLLEGE STUDENT.

IF NECESSARY -- CALLBACK: DAY_____TIME_____

3a. We are conducting a large nationwide survey, and would appreciate an hour of your time. Your opinions are so important to us that we would like to interview you personally and pay you $5 for the completed interviews.

The personal interviews are being conducted at_____(NAME AND ADDRESS OF LOCATION) on _____(DAYS AND TIMES). Would you be willing to be interviewed?

Yes.....[ ]30-1 ——→CONTINUE
No.....[ ] -2 ——→ASK REASON REFUSED, RECORD VERBATIM, TERMINATE UNLESS YOU CAN GET ANOTHER HOUSEHOLD MEMBER WHO IS ELIGIBLE

REASON REFUSED_____31
32

END 79-0
80-1

What time can I arrange for the personal interview?

Day_____ Time_____

(NOTIFY SUPERVISOR IMMEDIATELY)

NATIONAL RESEARCH FOUNDATION FOR BUSINESS STATISTICS, INC.
708 THIRD AVENUE NEW YORK, N. Y. 10017

June, 1974 661-2226 Job #10300BR606

TIME STARTED _____ PSU # _____

TIME ENDED _____ CLUSTER # _____

START 79-0
80-3

SOCIAL SURVEY
FULL QUESTIONNAIRE

Hello, I'm _____ of the National Research Foundation. We are glad you have decided to participate in our nationwide survey. Since this information is so important to us, as we told you on the phone, we would like to give you $5 for the completed interview.

1. First, there are many problems and social issues facing our country at this time. HAND CARD A TO RESPONDENT SAYING: For each of the problems I read to you, would you please tell me which letter on this card best describes how important you feel the problem is.

FOR EACH PHRASE READ: How important a problem do you think _____ (PROBLEM) is? RECORD

	IMPORTANT						
	A Extremely 6	B Very 5	C Quite 4	D Rather 3	E Not Too 2	F Not At All 1	
The energy crisis	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	6
Crime in the streets	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	7
Drug abuse	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	8
Corruption in the government	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	9
Pollution of the environment	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	10
Drunk driving	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	11
Inflation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	12
Racial Conflicts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	13
Unemployment	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	14
Alcholism	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	15

2. We are discussing these social issures with many people of all ages across our country. We are interested in attitudes and opinions of teenagers and view them as being very important. You have been randomly selected to be interviewed on the topic of the use of alcoholic beverages and their place in society today. We are speaking to both drinkers and non-drinkers about this subject. You opinions will be very valuable and kept in the strictest confidence.

   All information will be placed in this envelope and sealed in your presence. The envelope will not be opened until it reaches our home office where it will be tabulated with our respondents from all parts of the country.

3. As you know some people feel one way, some feel another about the use of alcoholic beverages. I'm going to give you a series of cards, each of which has a statement describing some aspect surrounding the use of alcoholic beverages. We would like you to tell us how much you agree with each of these aspects. To help you give us your opinion, we'll use this Opinion Rater (SHOW RESPONDENT "STRONGLY AGREE" TO "STRONGLY DISAGREE" SCALE ON OPINION RATER). As you can see, there are six boxes -- each with a different label -- going from "Strongly Agree" to "Strongly Disagree." (POINT TO WORDS)

   Please place each of these cards in the box that best describes how much you agree with it.

   Here is the first card (HAND GREEN PRACTICE CARD). How much do you agree that "Fresh air sobers a person up"? Please place the card in the box that best describes how much you agree with this statement. Now, please place each of the remaining cards in the boxes that best describes how much you agree with the statement.

   (SHUFFLE YELLOW STATEMENT CARDS AND HAND TO RESPONDENT. COLLECT CARDS AFTER RESPONDENT IS FINISHED AND PLACE IN APPROPRIATE ENVELOPES. ENTER ANSWERS ON QUESTIONNAIRE AFTER THE INTERVIEW IS COMPLETE)

START 79-0
80-2

	STRONG-LY AGREE -6	SOME-WHAT AGREE -5	SLIGHT-LY AGREE -4	SLIGHT-LY DISAGREE -3	SOME-WHAT DISAGREE -2	STRONG-LY DISAGREE -1	
. People who drink too much are morally weak.							5
?. It is easy to tell when someone has had too much to drink.							6
5. If people want to drink there is no way to stop them.							7
. A good host or hostess provides alcoholic beverages.							8
5. A can of beer is less intoxicating than an average drink of liquor							9
6. The only way to tell if a person is legally drunk is by the percent of alcohol in his blood.							10
	-6	-5	-4	-3	-2	-1	
7. A person's mood helps to determine how affected by alcohol they will be							11
8. A small person will get drunk faster than a large person on the same number of drinks.							12
9. A person drinking on an empty stomach will get drunk faster on the same number of drinks than a person who has just eaten something.							13
10. A person who is used to drinking can drink more and not become drunk than a person who drinks only once in a while.							14
	-6	-5	-4	-3	-2	-1	
1. Alcoholic beverages are a stimulant.							15
12. Most people can control their drinking.							16
3. Drinking black coffee can help sober up a person.							17
4. If a person knows they have drunk too much they can compensate for it when they drive.							18
15. Alcohol is considered a drug.							19
6. Mixing different kinds of drinks can increase the effects of alcohol.							20
	-6	-5	-4	-3	-2	-1	
7. Most people who drink do so to get high							21
8. Most people who drink do so only to feel relaxed.							22
19. Most people who drink do so to socialize better							23
0. Television programs over-emphasize the social use of alcoholic beverages.							24
21. A cold shower can help sober up a person.							25
22. Out of every 10 traffic deaths, 5 are caused by drinking drivers.							26
3. Alcohol will affect a person faster if he's under medication like a tranquilizer or anti-depressant.							27
	-6	-5	-4	-3	-2	-1	

	STRONGLY AGREE -6	SOMEWHAT AGREE -5	SLIGHTLY AGREE -4	SLIGHTLY DISAGREE -3	SOMEWHAT DISAGREE -2	STRONGLY DISAGREE -1	
Teenagers should be allowed to drink in their homes.							28
Parents should be tolerant if their teenagers drink too much.							29
26. Parents should be more concerned about alcohol than marijuana.							30
.. It is the parent's responsibility to explain the use of alcoholic beverages to their teenagers.							31
Alcoholic beverages are a very important part of most parties.							32
29. It is dangerous to drive a car after only 1 or 2 drinks.							33
	-6	-5	-4	-3	-2	-1	
30. A drink of wine is less intoxicating than an average drink of liquor.							34
. Parents should discourage teenagers from drinking							35
32. Television advertising of beer and wine makes drinking attractive to teenagers.							36
33. For most people, it is hard to tell if the person is drunk unless you know him well.							37
34. Unless a person staggers or slurs his speech he is probably not drunk.							38
	-6	-5	-4	-3	-2	-1	
35. Problem drinkers cause more fatal accidents than social drinkers.							39
36. People should support strict law enforcement to reduce the drunk driving problem even if it means higher taxes.							40
37. When someone's killed in a drunk driving accident it's usually the drunk person.							41

END 79-0
80-2

4a. In the past three months, were you in any social situation, with young people and without adult supervision, that alcoholic beverages were consumed?

Yes.....[ ]16-1⟶GO TO Q.4b
No.....[ ] -2⟶SKIP TO Q.6

b. HAND CARD B TO RESPONDENT AND SAY: Which letter on this card best describes how frequently in the past 3 months you found yourself in a social situation, with young people and without adult supervision, that alcoholic beverages were consumed? (RECORD BELOW).

A. Daily.....[ ]	17-1	E. Once every 2 weeks.....[ ]	-5
B. 5 to 6 times a week.....[ ]	-2	F. Once every 3 weeks.....[ ]	-6
C. 2 to 4 times a week.....[ ]	-3	G. Once a month.....[ ]	-7
D. Once a week.....[ ]	-4	H. Once every 2 months.....[ ]	-8
		I. Less than once every 2 months[ ]	-9

5. HAND RESPONDENT BOOKLET OPEN TO PINK PAGE AND SAY: Driving and drinking is a serious highway safety problem. Please read the situation at the top of the page and then rate how likely you are to do all of the suggested actions by putting an "X" in the scale box which best describes how likely you are to take that action.

MAKE SURE RESPONDENT KNOWS WHERE TO RECORD ANSWERS, AND THAT THEY RATE ALL THE ACTIONS. AFTER THEY HAVE RATED ALL THE ACTIONS, HAVE RESPONDENT GO TO NEXT PAGE AND ANSWER Q.1 and Q.2.

6a. HAND CARD C TO RESPONDENT AND SAY: On this card you will find several possible outcomes that could happen to a driver who has been drinking so heavily that he or she would be considered legally drunk.

If that driver were a teenager, which one letter on this card best describes the outcome that is most likely to happen? (RECORD ON TEENAGER LINE) Which letter best describes the next most likely outcome? RECORD. Which letter best describes the third most likely outcome? RECORD

b. If the driver were an average adult social drinker who had been drinking so heavily he would be considered legally drunk, which one letter best describes the outcome that is most likely to happen to him? (RECORD ON SOCIAL DRINKER LINE) Which letter best describes the next most likely outcome? (RECORD. Which letter best describes third most likely outcome? RECORD

	MOST LIKELY OUTCOME							NEXT MOST LIKELY OUTCOME							THIRD MOST LIKELY OUTCOME						
	A	B	C	D	E	F		A	B	C	D	E	F		A	B	C	D	E	F	
	6	5	4	3	2	1		6	5	4	3	2	1		6	5	4	3	2	1	
Teenager.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	18	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	20	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	22
Adult Social Drinker.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	19	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	21	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	23

6c. HAND CARD D TO RESPONDENT AND SAY: Which letter best describes how likely a person is to be arrested and convicted when stopped for drunk driving if that person were _____(READ PERSON)? REPEAT FOR EACH PERSON.

	A Very Likely 4	B Quite Likely 3	C Rather Likely 2	D Not Too Likely 1	
1. An adult female.....	[ ]	[ ]	[ ]	[ ]	24
2. A young person, under the legal drinking age.....	[ ]	[ ]	[ ]	[ ]	25
3. A prominent citizen.....	[ ]	[ ]	[ ]	[ ]	26
4. An adult male.....	[ ]	[ ]	[ ]	[ ]	27
5. An adult minority group member.....	[ ]	[ ]	[ ]	[ ]	28
6. A young perosn, who is older than the legal drinking age.....	[ ]	[ ]	[ ]	[ ]	29

7a. Do you know what the legal and other consequences are in your state if a person is convicted of driving while under the influence of an intoxicating liquor?

Yes.....[ ]30-1→ASK Q.7b. No.....[ ] -2→SKIP TO Q.7c.

b. In your own words would you tell me what are the consequences? (RECORD VERBATIM) (PROBE: "ANY OTHER")

_____ 31

_____ 32

_____ 33

_____

c. Have you heard of the term "Blood Alcohol Concentration" or "Blood Alcohol Level"?

Yes.....[ ]34-1→ASK Q.7d. No.....[ ] -2→SKIP TO Q.8

d. In your own words would you tell me what it means? RECORD VERBATIM

_____ 35

_____ 36

_____ 37

_____

e. Does your state have a law based on the Blood Alcohol Concentration?

Yes.....[ ]38-1→CONTINUE No.....[ ] -2
DK.....[ ] -3 → SKIP TO Q.8

f. HAND CARD E TO RESPONDENT AND SAY: Please tell me which letter on this card best describes the minimum Blood Alcohol Concentration that is in your state law for drunk driving?

A. Any Trace	[ ]39-1	E. .12%	[ ] -5
B. .05%	[ ] -2	F. .15%	[ ] -6
C. .08%	[ ] -3	G. .30%	[ ] -7
D. .10%	[ ] -4	DK	[ ] -8

g. How is the Blood Alcohol Concentration test given to a person?

Blood test.....[ ]40-1
Balloon test.....[ ] -2
Saliva test.....[ ] -3
Breath analyzer.....[ ] -4
Urine test.....[ ] -5

Other (SPECIFY)_____ 41

h. If a Teenage driver had been drinking alcoholic beverages but was below the legal limit of Blood Alcohol Concentration, could his or her driving be impaired?

Yes.....[ ]42-1 No.....[ ] -2

SHOW VISUAL & LEAVE IT IN VIEW SO RESPONDENT MAY REFER TO IT FOR REST OF QUESTIONS

8a. How many 12 oz. cans of beer do you think a teenage driver would have to consume in two hours to reach a level where they would be considered legally drunk if he or she were driving? (RECORD IN COL. 8a.)

8b. How many 4 oz. glasses of wine do you think a teenage driver would have to consume in two hours to reach a level where they would be considered legally drunk if he or she were driving? (RECORD IN COL. 8b.)

8c. How many 1 oz. drinks of liquor do you think a teenage driver would have to consume in two hours to reach a level where they would be considered legally drunk if he or she were driving? (RECORD IN COL. 8c.)

	COL. 8a CANS OF BEER	COL. 8b GLASSES OF WINE	COL. 8c DRINKS OF LIQUOR
One	[ ] 43-1	[ ] 44-1	[ ] 45-1
Two	[ ] -2	[ ] -2	[ ] -2
Three	[ ] -3	[ ] -3	[ ] -3
Four	[ ] -4	[ ] -4	[ ] -4
Five	[ ] -5	[ ] -5	[ ] -5
Six	[ ] -6	[ ] -6	[ ] -6
Seven	[ ] -7	[ ] -7	[ ] -7
Eight	[ ] -8	[ ] -8	[ ] -8
Nine	[ ] -9	[ ] -9	[ ] -9
Ten or more	[ ] -0	[ ] -0	[ ] -0

8d. In your state, what is the legal age that you may purchase and drink alcoholc beverages? (RECORD IN COL. 8d.)

8e. If you could set the legal age for drinking in your state, what age would it be? (RECORD IN COL. 8e.)

	COL. 8d CURRENT LEGAL AGE	COL. 8e RESPONDENT'S LEGAL AGE
Under 15 years of age	[ ] 46-1	[ ] 47-1
16 years old	[ ] -2	[ ] -2
17 years old	[ ] -3	[ ] -3
18 years old	[ ] -4	[ ] -4
19 years old	[ ] -5	[ ] -5
20 years old	[ ] -6	[ ] -6
21 years old	[ ] -7	[ ] -7
22 years old	[ ] -8	[ ] -8
23 years old	[ ] -9	[ ] -9
24 years old	[ ] -0	[ ] -0
25 years old	[ ] -x	[ ] -x
Over 25 years old	[ ] -y	[ ] -y

START 79-0
80-4

8f. Are there any legal penalties in your state for the sale of alcoholic beverages to people under the legal drinking age?

Yes.....[ ]5-1 → ASK Q.8g
No.....[ ] -2 → SKIP TO Q.8h
Don't Know....[ ] -3 → SKIP TO Q.8h

8g. In your own words, what are these penalties? (RECORD VERBATIM) _____ 6

_____ 7
8

_____ 9

8h. Are there any legal penalties in your state for the possession of alcoholic beverages by someone who is under the legal drinking age?

Yes.....[ ]10-1 → ASK Q.8i
No.....[ ] -2 → SKIP TO Q.8j
Don't Know....[ ] -3 → SKIP TO Q.8j

8i. In your own words, what are these penalties? (RECORD VERBATIM) _____ 11

_____ 12

_____ 13

_____ 14

8j. Have you known anyone under age who was stopped by the police for the possession of alcoholic beverages?

Yes.....[ ]15-1 → ASK Q.8k
No.....[ ] -2 → SKIP TO Q.9

8k. In your own words, what happened to him or her? Did they receive any penalties? (RECORD VERBATIM)

_____ 16

_____ 17

_____ 18

_____ 19

END 79-0
80-4

9. HAND CARD F TO RESPONDENT AND SAY: I'm going to read a list of actions that may or may not be effective in stopping the drunk teenager from driving. As I read each action, please tell me which letter on this card best describes how effective you feel the suggested action would be.

REPEAT FOR EACH PHRASE: How effective would _____(READ ACTION) be in preventing teenage drunk driving? (RECORD.)

	EFFECTIVENESS						
	A Extremely	B Very	C Quite	D Rather	E Not Too	F Not At All	
	6	5	4	3	2	1	
Greater enforcement of drunk driver laws	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	48
Speedier and fairer decisions by the traffic courts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	49
More severe penalties for convicted drunk drivers	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	50
Special alcohol education courses for convicted drunk drivers	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	51
Increasing the publicity about the accidents drunk drivers cause	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	52
Random road checks by the police to find drivers who had been drinking	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	53
Reporting bars and stores that sell alcoholic beverages to minors	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	54
A "dial-a-ride" service to get people home after they had been drinking too heavily	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	55
Holding parents legally responsible for teenagers who are involved in drunk driving accidents	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	56
Providing specific information about the effects of alcohol on driving through the mass media	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	57
Encouraging parents to pay particular attention to their teenager's drinking and driving habits	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	58
Encouraging parents to take away driving privileges from offending teenagers	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	59
Providing more alcohol and highway safety education in school	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	60
Counselling for teenagers who abuse alcohol	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	61

END 79-0
80-3

HAND ANSWER BOOK TO RESPONDENT OPEN TO GREEN SECTION AND SAY:

This part of the answer booklet contains a variety of questions designed to get your opinions and your personal experience. As I said before, all the information you give will be held in the strictest confidence.

The instructions are contained in the questions themselves, if there is anything you don't understand I will be glad to help. I think you'll find this section particularly interesting.

START 79-0
80-5

Just a few questions for classification purposes ...

1. How old were you on your last birthday?

13.....[ ]	5-1	16.....[ ]	-4
14.....[ ]	-2	17.....[ ]	-5
15.....[ ]	-3	18.....[ ]	-6

2. (HAND RESPONDENT WEIGHT/HEIGHT CARD.)
Which letter best describes your current weight? (RECORD IN WEIGHT COLUMN.)
Which letter best describes your height? (RECORD IN HEIGHT COLUMN.)

WEIGHT		HEIGHT	
A. Less than 100 lbs.....[ ]	6-1	A. Under 5 ft.....[ ]	-8
B. 100 - 119 lbs.....[ ]	-2	B. 5 ft. - 5 ft. 6 in....[ ]	-9
C. 120 - 139 lbs.....[ ]	-3	C. 5 ft. 7 in. - 6 ft....[ ]	-0
D. 140 - 159 lbs.....[ ]	-4	D. Over 6 ft.....[ ]	-x
E. 160 - 179 lbs.....[ ]	-5		
F. 180 - 199 lbs.....[ ]	-6		
G. 200 lbs or more.....[ ]	-7		

3. What kind of work does the head of your household do? (PROBE FOR DETAILS.)

_____ 7
(TYPE OF WORK)

_____ 8
(TITLE)

4. HAND INCOME CARD TO RESPONDENT AND SAY: Which letter on this card best describes the total income of your family from all sources before taxes?

A. Under $5,000.....[ ]	9-1
B. $5,000 to $9,999.....[ ]	-2
C. $10,000 to $14,999.....[ ]	-3
D. $15,000 to $19,999.....[ ]	-4
E. $20,000 or more.....[ ]	-5
Refused.....[ ]	-6
Don't know.....[ ]	-7

→ ASK: What would be your best guess, under $10,000 or $10,000 or more?

Under $10,000.....[ ]	10-1
$10,000 or more.....[ ]	-2
Don't know.....[ ]	-3

5. RECORD, DON'T ASK:

SEX		RACE	
Male.....[ ]	11-1	Black.....[ ]	12-1
Female.....[ ]	-2	White.....[ ]	-2
		Other.....[ ]	-3

Thank you very much for your co-operation in this survey.

END 79-0
80-5

RESPONDENT'S NAME _____ AREA CODE _____ PHONE _____

ADDRESS _____ CITY/STATE _____ ZIP _____

INTERVIEWER'S NAME _____ DATE _____

JOB # 10300BR60b

ANSWER BOOKLET

RESPONDENT'S NAME _____ TELEPHONE _____

ADDRESS _____ CITY & STATE _____ ZIP _____

INTERVIEWER'S NAME _____ DATE _____

SITUATION: You are with a group of your friends, one of them is very drunk and about to drive a car.

START 79-0
80-6

HOW LIKELY ARE YOU TO DO THIS ACTION

	Extremely	Very	Quite	Rather	Not Too	Not At All	
	6	5	4	3	2	1	
1. Make the suggestion to the person that you drive him or her home	☐	☐	☐	☐	☐	☐	5
2. Suggest to the person that they stay overnight at your home	☐	☐	☐	☐	☐	☐	6
3. Try to take their car keys away if they insist on driving	☐	☐	☐	☐	☐	☐	7
4. Physically restrain them if they insist on driving	☐	☐	☐	☐	☐	☐	8
5. Organize the rest of the group to stop him or her	☐	☐	☐	☐	☐	☐	9
6. Call an adult, maybe even his or her parents, to help get him or her home	☐	☐	☐	☐	☐	☐	10
7. Make sure no one rides with them, if they can't stop the person from driving	☐	☐	☐	☐	☐	☐	11
8. When all other measures fail, call the police to prevent them from driving	☐	☐	☐	☐	☐	☐	12
9. Don't get personally involved, just get out of the situation as soon as possible	☐	☐	☐	☐	☐	☐	13
10. Make sure that you don't ride with him or her	☐	☐	☐	☐	☐	☐	14

PLEASE GO TO THE NEXT PAGE

1. Please "X" the scale box that would indicate how likely you would be to do each of the following if you were ever in a group in which drinking and driving frequently occurred. ("X" YOUR ANSWER FOR EACH OF THE FOUR ACTIONS.)

	LIKELY TO DO						
	Extremely	Very	Quite	Rather	Not Too	Not At All	
	6	5	4	3	2	1	
1. Get the group to care for heavy drinkers, particularly to see they don't drive	☐	☐	☐	☐	☐	☐	15
2. Help the person who is driving to limit his or her drinking	☐	☐	☐	☐	☐	☐	16
3. Bring to the attention of the group, the seriousness of drinking and driving	☐	☐	☐	☐	☐	☐	17
4. Exclude persons from the group who frequently drink too heavily and drive	☐	☐	☐	☐	☐	☐	18

PLEASE GO TO THE NEXT PAGE

2a. In the past year, were you in a situation where someone your own age had been drinking too heavily and was about to drive a car? ("X" CORRECT ANSWER BOX AND FOLLOW INSTRUCTION TO THE RIGHT OF YOUR ANSWER.)

Yes, I was in the situation.....[ ]19-1 ——→ ANSWER Q.2b
No, I was not in the situation....[ ] -2 ——→ RETURN ANSWER BOOK TO INTERVIEWER

2b. Which phrase best describes where this most recent situation took place? ("X" ANSWER, THEN PLEASE GO TO Q.2c.)

Your own home.....[ ]20-1
Friend's home.....[ ] -2
At a hangout.....[ ] -3
In a public place.....[ ] -4
→ ANSWER AND GO TO Q.2c

2c. In the most recent situation, did you take any kind of action to stop the drunk person from driving? ("X" CORRECT ANSWER BOX AND FOLLOW INSTRUCTION TO THE RIGHT OF YOUR ANSWER.)

Yes, I took action.....[ ]21-1 ——→ PLEASE ANSWER Q.2d
No, I didn't take any action.....[ ] -2 ——→ PLEASE ANSWER Q.2e

2d. In your own words, please write out all the actions you took.

_____ 22
_____ 23
_____ 24
_____ 25

WHEN YOU ARE FINISHED, RETURN ANSWER BOOK TO INTERVIEWER.

2e. There are many reasons why people don't take action. In this particular situation, please "X" any of the reasons that best explains why you did not take any action. (YOU CAN "X" MORE THAN ONE REASON.)

The person was hostile.....[ ]26-1
I was afraid of what others would say.....[ ] -2
I wasn't sure about what could be done.....[ ] -3
There were too many people involved already.....[ ] -4
That person never listens to anyone anyhow.....[ ] -5
I was afraid it would cause an ugly scene.....[ ] -6
If others had helped me, I would have acted.....[ ] -7
I wasn't sure how the person would react.....[ ] -8
It wasn't my responsibility.....[ ] -9
I didn't like the person.....[ ] -0
I didn't want to lose the person's friendship.....[ ] -X
I didn't know the person well.....[ ] -Y
I didn't feel close to the person.....[ ]27-1

Write in any other reasons here _____ 28
_____ 29
_____ 30
_____ 31

RETURN ANSWER BOOK TO INTERVIEWER

END 79-0

SECTION II

Instructions On How To Fill Out This Section Of Booklet

This part of the booklet contains a number of statements young people have made about themselves. For each of the statements we would like you to simply put a circle around the number which best describes how true or untrue the statement is about you. Here is an example, where the respondent felt the statement was "somewhat true" of him.

	Very True About Myself	Quite True About Myself	Somewhat True About Myself	Not True At All About Myself
I like to keep busy most of the time.....	4	3	(2)	1

The person who answered this felt that the statement "I like to keep busy most of the time" was somewhat true of him.

Here again there are no right or wrong answers. What you, yourself, think is what matters. Remember to circle one number, and one number only, for each statement.

	Very True About Myself	Quite True About Myself	Somewhat True About Myself	Not True At All About Myself	
I believe that nowadays a person has to live pretty much for today and let tomorrow take care of itself	4	3	2	1	5
I do not like to see anyone receive bad news	4	3	2	1	6
I feel confident when directing the activity of others	4	3	2	1	7
I believe there are many people who don't know what to do with their lives	4	3	2	1	8
I believe that the police should not hesitate to use force to maintain order	4	3	2	1	9
If I have a problem, I like to work it out alone	4	3	2	1	10
I like the feeling of going fast	4	3	2	1	11
I believe that in a society where almost everyone is out for himself, people soon come to distrust each other	4	3	2	1	12
Rarely, if ever, do I do anything reckless	4	3	2	1	13
Sometimes I feel that my parents have no real understanding of what I want out of life	4	3	2	1	14
I spend a lot of time visiting friends	4	3	2	1	15
I believe the society we live in is pretty good the way it is	4	3	2	1	16
I sometimes feel resentful when I don't get my own way	4	3	2	1	17
I feel it's hardly fair to bring children into the world with the way things look for the future	4	3	2	1	18
I enjoy helping people even if I don't know them very well	4	3	2	1	19
I believe that sexual behavior should be bound by mutual feelings, not by formal and legal ties	4	3	2	1	20
If I can get away with it, I will break any law which I think is bad	4	3	2	1	21

	Very True About Myself	Quite True About Myself	Somewhat True About Myself	Not True At All About Myself	
In dealing with my family, I do not believe that there really is a "generation gap"	4	3	2	1	22
Stupidity makes me angry	4	3	2	1	23
I am careful about the things I do because I want to have a long and healthy life	4	3	2	1	24
I feel you sometimes can't help wondering whether anything is worthwhile	4	3	2	1	25
I feel that letting your friends down is not so bad because you can't do good all the time for everybody	4	3	2	1	26
When I am doing something, I often worry about what other people will think	4	3	2	1	27
I would make a lot of changes in the laws of this country if I could	4	3	2	1	28
I believe in giving friends lots of help and advice	4	3	2	1	29
I can't help getting into arguments when people disagree with me	4	3	2	1	30
I find that I sometimes forget to "look before I leap"	4	3	2	1	31
I feel people would be a lot better off if they could live far away from other people and never have to do anything for them	4	3	2	1	32
I obey the law even when I am convinced it is in need of change	4	3	2	1	33
I usually try to share my problems with someone who can help me	4	3	2	1	34
I think it is better to be quiet than assertive	4	3	2	1	35
I try to get out of helping people if I can	4	3	2	1	36
I will not go out of my way to behave in an approved way	4	3	2	1	37
If someone is in trouble, I try not to become involved	4	3	2	1	38

SECTION III

Instructions For Answering This Section

In this section the instructions are right in the question. If you have any trouble, please don't hesitate to ask the interviewer for assistance.

1. Which phrase best describes your school grades during this current year? (CIRCLE ONE NUMBER.)

Poor.....39-1
Fair..... -2
About Average..... -3
Better than average..... -4
Very good..... -5

2. Which phrase best describes your involvement with school activities like clubs, newspapers, yearbooks, special projects? (CIRCLE ONE NUMBER.)

Very active.....40-1
Quite active..... -2
Rather active..... -3
Not at all active..... -4

3. Which phrase best describes how active you were in school sponsored team sports? (CIRCLE ONE NUMBER.)

Very active.....41-1
Quite active..... -2
Rather active..... -3
Not too active..... -4

4. Which phrase best describes how involved you get with activities outside of school? (CIRCLE ONE NUMBER.)

I'm involved in lots of projects.....42-1
I'm involved in one project..... -2
I really don't get involved at all... -3

5. How would you describe your family? (CIRCLE ONE NUMBER.)

Very close.....43-1
Quite close..... -2
Rather close..... -3
Not too close..... -4

6. Which phrase best describes the highest level you want to go in your schooling? (CIRCLE ONE NUMBER.)

Wait until I'm old enough and then quit high school.....44-1
Graduate from high school..... -2
Go to a professional or trade school after high school..... -3
Graduate from college..... -4
Continue my education after college, to get a doctorate or masters degree..... -5

7a. Which number best describes your parent's attitude towards your use of alcoholic beverages? (CIRCLE ONLY ONE.)

They are opposed to my ever drinking.....45-1
They discourage drinking until a certain age.... -2
They prefer that I not drink..... -3
They don't object in certain circumstances..... -4
They don't object in any circumstances..... -5
They don't care one way or the other..... -6
Have not discussed the subject..... -7

7b. Which number best describes your use of alcoholic beverages? (CIRCLE ONE NUMBER.)

I frequently drink alcoholic beverages.....46-1
I seldom drink alcoholic beverages..... -2
I have never drunk alcoholic beverages..... -3

7c. Please circle the numbers (MAY BE MORE THAN ONE) that best describes why you have never drunk alcoholic beverages? (CIRCLE AS MANY NUMBERS AS APPLY.)

Just haven't had the chance.....47-1
Don't drink for religious reasons..... -2
My parents don't want me to drink..... -3
Don't like the taste..... -4
Don't drink for health reasons..... -5
QUESTION DOESN'T APPLY - I have drunk alcoholic beverages..... -6

Other: (WRITE IN)_____48

_____49

_____50

8a. [redacted] about how often you drink any type of alcoholic beverage? (CIRCLE ONE ONLY.)

[redacted] or more days per week	31-1
Two or three days per week	-2
One day a week	-3
One drink every two weeks	-4
One drink a month	-5
Less than once a month	-6
[redacted] - I don't drink	-7

8b. During the [redacted] (last 7 days), what was the most you had to drink on any one day? (CIRCLE ONE NUMBER.)

(A drink is a can of beer, glass of wine, or a drink of liquor, straight or in a mixed drink.)

One drink	32-1	Six to eight	-6
Two drinks	-2	Nine to ten	-7
Three drinks	-3	More than ten	-8
Four drinks	-4	No drinks during past week	-9
Five	-5		

8c. Which of these alcoholic beverages do you drink frequently? (CIRCLE AS MANY AS APPLY.)

Beer (or malt liquor)	33-1
Wine	-2
Liquor (straight or in mixed drinks)	-3
[redacted] - I don't drink	-4

8d. Which of these do you drink most often? (CIRCLE ONE.)

Beer (or malt liquor)	34-1
Wine	-2
Liquor (straight or in mixed drinks)	-3
Different I can get	-4
[redacted] - I don't drink	-5

8e. Please circle any of the places you have drunk alcoholic beverages in the past three months. (CIRCLE AS MANY ANSWERS AS APPLY.)

At school functions (dances, proms, rallies, etc.)	35-1
In school, during a break	-2
On the way to or coming home from school	-3
At a local hangout	-4
Cafe during [redacted]	-5
In a bar, restaurant or tavern	-6
[redacted]'s home	-7
Your own home	-8
Someone else's home	-9
At a park, beach or other outdoor place	-0
Other places (Specify): _____	-x
[redacted] - I haven't drunk in the past 3 months	-y

BEST COPY AVAILABLE

8f. When drinking outside their own home, where do the <u>under-aged</u> persons that you know, get their alcoholic beverages? (CIRCLE AS MANY AS APPLY.)

Take it from their homes	56-1
Have legal aged friends buy it	-2
Buy themselves in grocery stores	-3
Buy themselves in liquor stores	-4
Buy it in bars	-5
DON'T KNOW - DOESN'T APPLY	-6

8g. Please circle the numbers that best describe the people with whom you drink alcoholic beverages. (CIRCLE AS MANY AS APPLY.)

Drink by myself	57-1
Drink with teenagers of my own sex	-2
Drink with teenagers of the opposite sex	-3
Drink with both male and female teens	-4
Drink with members of my own family	-5
DOESN'T APPLY - I don't drink	-6

8h. Please circle the one number that best describes the group that you most <u>frequently</u> drink with. (CIRCLE ONLY ONE.)

By myself	58-1
With teenagers of my own sex	-2
With teenagers of the opposite sex	-3
With both male and female teens	-4
With members of my own family	-5
DOESN'T APPLY - I don't drink	-6

8i. Please circle the one number that best describes the group with whom you consume <u>the most</u> amount of alcoholic beverages. (CIRCLE ONLY ONE.)

By myself	59-1
With teenagers of my own sex	-2
With teenagers of the opposite sex	-3
With both male and female teens	-4
With members of my own family	-5
DOESN'T APPLY - I don't drink	-6

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9a. Which reasons best describe why you drink alcoholic beverages? (CIRCLE AS MANY NUMBERS AS APPLY.)

DOESN'T APPLY AT ALL - I don't drink.....60-1
I like the taste..... -2
Because my friends drink..... -3
It makes me feel better about things..... -4
It helps me celebrate and have fun..... -5
Because my parents don't want me to drink..... -6
I like the feeling of getting high..... -7
I can dance better..... -8
I feel more sure of myself..... -9

9b. How old were you when you had your first drink of alcohol? (CIRCLE ONE NUMBER.)

Younger than 10.....61-1
11 or 12..... -2
13 or 14..... -3
15 or 16..... -4
17 or 18..... -5
DOESN'T APPLY - I have never drunk alcoholic beverages..... -6

9c. Where did you have your first drink? (CIRCLE ONE.)

At home.....62-1
At a friend's home..... -2
At a hang out..... -3
At a special party or social occasion not in anyone's home. -4
DOESN'T APPLY - I have never drunk alcoholic beverages..... -5

9d. Did your parents give permission for this first drink? (CIRCLE ONE NUMBER.)

Yes, they gave permission.....63-1
No, they did not give permission..... -2
DOESN'T APPLY - I have never drunk alcoholic beverages..... -3

9e. What reasons do you think your parent's have for allowing you to drink? (CIRCLE AS MANY AS APPLY.)

DOESN'T APPLY - I don't drink.....64-1
DOESN'T APPLY - they have not given permission..... -2
They see I'm mature enough..... -3
They know it is going to happen and want me to be responsible... -4
They don't care..... -5
They prefer I use alcohol rather than drugs..... -6
They drink..... -7
They don't believe that drinking is wrong for me..... -8

Other (WRITE IN)_____... -9

_____65

9f. What reasons do you think your parents would have for not giving you permission to drink? (CIRCLE AS MANY AS APPLY.)

DOESN'T APPLY - I don't drink.....66-1
DOESN'T APPLY - They have given me permission..... -2
They are afraid for my safety..... -3
They believe that the use of alcohol is wrong..... -4
They don't think young people should drink..... -5
They don't drink..... -6

Other (WRITE IN)_____ 67

9g. How many times during the past month have you considered yourself pretty drunk? (CIRCLE ONE NUMBER.)

None.....68-1
1 time..... -2
2 - 3 times..... -3
4 - 5 times..... -4
6 or more times..... -5
DOESN'T APPLY - I don't drink..... -6

10a. Which phrase best describes your father's drinking habits? (CIRCLE ONE NUMBER.)

DOESN'T APPLY - father not present.....69-1
Does not drink at all..... -2
Light drinker..... -3
Medium drinker..... -4
Heavy drinker..... -5

10b. Which phrase best describes your mother's drinking habits? (CIRCLE ONE NUMBER.)

DOESN'T APPLY - mother not present.....70-1
Does not drink at all..... -2
Light drinker..... -3
Medium drinker..... -4
Heavy drinker..... -5

10c If you had a personal problem that required confidential advice or assistance from another person, who would you be likely to turn to? (PLEASE CIRCLE AS MANY NUMBERS AS APPLY.)

Parents.....71-1
A brother or sister..... -2
A friend your own age..... -3
Guidance counselor at school..... -4
A teacher..... -5
A clergyman..... -6

Any other (WRITE IN)_____

10d. Which of these would be your first choice?

(WRITE IN)_____ 72

END 79-0
80-7

START 79-0
80-8

11a. How would you best characterize your own social life? (CIRCLE ONE NUMBER.)

Pretty much of a loner.....5-1
Have a small circle of close friends..... -2
Know a large circle of acquaintances..... -3

11b. Which number best describes your closest friends? (CIRCLE ONE NUMBER.)

None of them drink alcoholic beverages.....6-1
Some of them drink alcoholic beverages..... -2
Most of them drink alcoholic beverages..... -3
All of them drink alcoholic beverages..... -4

11c. Which numbers best describe why your closest friends drink? (CIRCLE AS MANY NUMBERS AS APPLY.)

Doesn't apply because none of them drink 7-1
They drink because they like the taste..... -2
They drink because they want to belong to the group..... -3
They drink because it makes them feel better about things..... -4
They drink because there is pressure on those who don't drink.... -5
They drink to celebrate fun and friendship..... -6
They drink because their parents don't want them to..... -7
They drink because they like the feeling of getting high..... -8

11d. Which number best describes the drinking frequency of your circle of friends? (CIRCLE ONE NUMBER.)

Doesn't apply because they don't drink.....8-1
Most of them are light drinkers..... -2
Most of them are moderate drinkers..... -3
Most of them are heavy drinkers..... -4

11e. Where do your closest friends drink most frequently? (CIRCLE ONE NUMBER.)

Doesn't apply because they don't drink.....9-1
At school functions (dances, games, rallies, etc.). -2
At a local hangout..... -3
While driving around..... -4
In bars, taverns or restaurants..... -5
Friend's home..... -6
At a park, beach or other outdoor place..... -7
Your own home..... -8

11f. How often have you been in a car where you or one of your friends were driving after drinking quite heavily? (CIRCLE ONE NUMBER.)

More than once a week.....10-1
About once a week..... -2
Once every 2 weeks..... -3
Once a month..... -4
Once every 3 months..... -5
Less often..... -6
Never..... -7

12a. What is the present status of your driver's license? (CIRCLE ONE NUMBER.)

Never licensed	11-1
License expired	-2
License suspended or revoked	-3
License valid	-4
Learner's permit valid	-5

12b. Which number best describes the car you drive most frequently? (CIRCLE ONE NUMBER.)

My own	12-1
The family's only car	-2
The family's second car	-3
Friend's/Relative's car	-4
DOESN'T APPLY - Don't drive	-5

12c. Which number best describes the time in the week that you do most of your driving? (CIRCLE MORE THAN ONE IF NECESSARY.)

Weekdays	13-1
Friday evening and the weekend	-2
Saturday and Sunday	-3
QUESTION DOESN'T APPLY - Don't drive	-4

12d. Which number best describes the time of day that you do most of your driving? (CIRCLE MORE THAN ONE IF NECESSARY.)

During the day	14-1
Evenings (4-7p.m.)	-2
Night time (after 7 p.m.)	-3
QUESTION DOESN'T APPLY - Don't drive	-4

12e. About how many times in your life have you driven a car when you were really pretty drunk? (CIRCLE ONE NUMBER.)

Never	15-1
Once or twice	-2
3 - 5 times	-3
6 - 10 times	-4
More than 10 times	-5

12f. How much is the most you will drink and continue to drive? (CIRCLE ONE NUMBER.) (A "Drink" is 12 oz. beer, 4 oz. wine, or 1 oz. liquor, straight or in a mixed drink.)

None or one	16-1
Two	-2
Three	-3
Four	-4
Five	-5
Six	-6
Seven	-7
Eight	-8
Nine	-9
Ten or more	-0
DOESN'T APPLY-Don't drive	-x

13a. How do you rate your driving ability under the influence of alcohol compared to the way you usually drive when you are sober? (CIRCLE ONE NUMBER.)

Much better	17-1
A little better	-2
About the same	-3
A little worse	-4
Much worse	-5
QUESTION DOESN'T APPLY - I have never driven after drinking	-6
DOESN'T APPLY - Don't drive	-7

13b. Not counting parking violations, how many tickets for moving traffic violations have you ever had? (CIRCLE ONE NUMBER.)

One	18-1
Two	-2
Three or more	-3
None	-4
Don't drive	-5

13c. Have you taken a driver's education course? (CIRCLE ONE NUMBER.)

Yes	9-1
No	-2

13d. Please circle the numbers that best explain what was included in the driver's education course. (CIRCLE AS MANY AS APPLY.)

Highway safety laws	20-1
Written material on the danger of drinking and driving	-2
Lectures and discussions on drunken driving	-3
Films showing how alcohol affects the driver	-4
Films showing accidents caused by drunk drivers	-5
Films showing people hurt or killed by drunk drivers	-6
DOESN'T APPLY - Never took driver's ed	-7

13e. How effective do you think your driver's education course was in stopping teenagers from driving when they have had too much to drink? (CIRCLE ONE.)

Extremely effective	21-1
Very effective	-2
Quite effective	-3
Rather effective	-4
Not too effective	-5
Not at all effective	-6
DOESN'T APPLY - No driver's ed	-7

13f. Why do you think that the driver's education course was or was not effective? (WRITE IN YOUR REASONS OR CIRCLE NUMBER IF IT DOES NOT APPLY.)

_____ 22

_____ 23

_____ 24

_____ 25

DOESN'T APPLY - Never took driver's ed.....26-1

13g. Please circle as many numbers that apply to the way you drive?

Tend to drive faster than the speed limit.....27-1
Really enjoy driving..... -2
Tend to be overly cautious behind the wheel..... -3
Safer than most drivers..... -4
Driving makes me nervous..... -5
DOESN'T APPLY - I have never driven..... -6

14a. If you have driven to a party and have had too much to drink, would you be willing to let someone drive you home? (CIRCLE ONE NUMBER.)

Yes.....28-1
No..... -2
DOESN'T APPLY - Don't drive.... -3

14b. From what you have heard or seen, which number best describes the current use of alcohol among the students attending your high school? (CIRCLE ONE NUMBER.)

In the past year, use is decreasing.....29-1
In the past year, use is about the same as always..... -2
In the past year, use is increasing..... -3
No opinion, don't know..... -4

14c. From what you have heard or seen, which number best describes the current use of marijuanna among the students attending your high school? (CIRCLE ONE NUMBER.)

In the past year, use is decreasing.....30-1
In the past year, use is about the same as always..... -2
In the past year, use is increasing..... -3
No opinion, don't know..... -4

PLEASE RETURN ANSWER BOOKLET TO THE INTERVIEWER.

END 79-0
80-8